DOCUMENT RESUME

ED 043 559 SP 004 127

TITLE	Institute for Support Personnel. Garland Junior College, EPDA 1969 Summer Institute.
INSTITUTION	Garland Junior Coll., Boston, Mass.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
PUB DATE	Jun 70
GRANT	OEG-0-9-310057-2233-725
NOTE	158p.
EDRS PRICE	EDRS Price MF-$0.75 HC-$8.00
DESCRIPTORS	Career Opportunities, *Inservice Teacher Education, Institutes (Training Programs), *Intergroup Education, Intergroup Relations, Self Concept, *Sensitivity Training, *Teacher Aides, *Teacher Educator Education

ABSTRACT

For four and one-half weeks in June and July 1969, Garland Junior College operated the intensive summer phase of a one-year training institute for 68 teachers, teacher aides, and trainers of classroom personnel. Under the authority of the Education Professions Development Act, the institute was comprised of the full-time summer portion and intermittent academic-year follow-up activities. The first two weeks of the summer institute involved the trainers only and dealt with problems of training aides and teachers. During the second two weeks the trainers were joined by teachers and teacher aides. Although some material on child development, curriculum development, and individualized instruction was presented, the major focus of the institute was on sensitivity training and interpersonal relations. Evaluation of the institute by participants and an independent evaluation by Abt Associates indicated that the institute was successful in its objectives of fostering more sensitivity in individuals and greater exchange of ideas among educators filling three different roles in education. (A 147-page appendix contains minutes of staff meetings, lists of staff and participants, evaluation questionnaires, and the text of the Abt evaluation.) (RT)

ED043559

Director's Report: Garland Junior College E. P. D. A.
1969 Summer Institute
INSTITUTE FOR SUPPORT PERSONNEL
December 6, 1968 to June 30, 1970

Director: Mrs. Vera C. Weisz
Garland Junior College
Boston, Massachusetts

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Abstract of Program

This training program proposed to improve the quality of teaching personnel and increase the number of auxiliary personnel in the school systems.

This plan developed a model program for training trainers of teachers and auxiliary teams so that they could initiate in their schools in-service training programs, adapted to suit their school needs, for other teacher-auxiliary teams. Part of this plan demonstrated the effectiveness of the model by having the trainers train teacher-auxiliary teams in a two-week institute under the supervision of a professional institute staff at Garland Junior College.

The follow-up and evaluation measured the effectiveness of this pre-service training institute by following up for one school year the school systems from which these participants came. The follow-up examined the in-service programs to determine if they fostered optimum team teaching between the teacher and the auxiliaries, improvement of the curricula in the school, and a higher quality of participation in the teaching-learning process in the classroom. The trainers and teams were recruited from Head Start programs, public school systems in the Commonwealth of Massachusetts and other states, junior colleges and universities. An attempt was made to recruit a large percentage of teachers and auxiliaries from urban disadvantaged areas.

The Massachusetts Department of Education worked jointly with Garland Junior College in recruiting, consulting to the project, and disseminating findings.

Some of the teacher's aides who participated in the model demonstration pre-service workshop met with the prospective trainers prior to the trainers' workshop to help design the total pre-service curriculum. This gave the teachers additional experience in program planning to be carried over to their own school systems and encourage the teachers to be receptive to working with auxiliaries.

A variety of teaching techniques were employed in the pre-service program for the trainers, teachers and auxiliaries: ranging from structured content and lectures to group sessions, sensitivity training, role playing, etc., so that the most productive methods will be employed . the in-service program, and eventually in the classroom with the children.

An objective of this program was to motivate auxiliaries to continue their education at all levels by giving academic credit (4 credits for trainers, and 2 credits for teachers and aides) for this institute, and recommending academic

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credit for on-the-job experience and advancement. Many of these auxiliaries will need vocational and psychological counselling in order to promote themselves.

This was an in-residence program for participants who chose to live here.

There is a need for new staffing patterns in the public schools, and the institutionalization of semi-professional personnel can help meet this need. Garland Junior College has the expertise gained from its experience in training teacher assistants for over fifty years, and teacher aides for the past five years.

An outcome of this program will be to develop a consortium of junior and four-year colleges on training teachers and auxiliaries.

Findings from the Garland Junior College's training program will be disseminated to school systems and other institutions through Garland Junior College, Massachusetts Department of Education, Office of Education and other agencies.

A film depicting this training program and the concerns of auxiliary personnel is in the process of being completed.

Director's Report: Garland Junior College E. P. D. A.

1969 Summer Institute

INSTITUTE FOR SUPPORT PERSONNEL

December 6, 1968 to June 30, 1970

Mrs. Vera C. Weisz, Director of Special Projects
Garland Junior College
409 Commonwealth Avenue
Boston, Massachusetts, 02215

Grant Number: OEG-0-9-310057-2233-725

TABLE OF CONTENTS

		Page
I	Introduction	1
II	Operation of Program	1
	1. Planning	1
	2. Participants	2
	3. Staff	2
	4. Orientation Program	4
	5. Program Operation	4
	6. Evaluation	6
III	Conclusions	8
IV	Appendix	12

I. INTRODUCTION

The institute was designed to meet the needs of personnel who are or will be working in some capacity with auxiliary personnel.

Auxiliary personnel, or teacher aides, serve in many capacities as a complement to the teacher; thus the concept of team, as with a teacher and an aide, was the major focus of the institute. The concept of the full utilization of auxiliary personnel, although working effectively in many sections of the country is being more widely accepted in other parts of the country. Consequently, the need for introducing methods for the more effective use of auxiliaries and the need for a team approach in this utilization provided the underpinning for this institute.

The institute had as its goal a desire to affect the skill, knowledge and attitudes of the participants by individualizing relationships between administrators, teachers, auxiliaries, child and parent.

The institute sought to introduce and nurture the following attitudes in its participants:

1. A respect for children's autonomy.

2. A respect for one's own judgment in responding to what the children are saying.

3. Determining the appropriateness of program goals in schools in relation to nurturing children's development.

4. Perception of oneself as a successful innovator.

5. Perception of oneself as an agent of change.

6. Confidence in oneself as an effective human being in school and community.

It was with these objectives that the institute was launched.

II. OPERATION OF THE PROGRAM

1. PLANNING

Planning the institute began well in advance of the June 26 opening date. Contacts were made with the Massachusetts State Department of Education for the purpose of enlisting their aid in recruiting participants for the institute. In addition, Model Cities of Cambridge, local Boston Public School Principals, junior colleges and four-year institutions throughout Massachusetts, superintendents of public schools throughout Massachusetts, ABCD, which is the local community action agency, the regional office of H.E.W., and the regional Head-start Training Center were contacted for recruitment purposes and

for joint cooperation.(1) The staff met in intense sessions to discuss programs, staffing, questionnaires to be mailed to the participants prior to the institute, evaluation of the institute, books, materials and resources for the institute, and screening of applications.(2)

Over 800 brochures(3) and applications(4) were mailed to school systems and institutions of higher education to recruit trainers, teachers and aides for the institute. These efforts led to inquiries from other states as well as Massachusetts, and as a result, 68 candidates were selected by applications and responses to the attached leadership questionnaire.(5) By publicizing and recruiting in this manner, a very diverse, highly motivated group of participants entered the institute.

Conferences were held with all of the outside consultants, including ABT Associates for the outside evaluation of the program (see attached 7) prior to the institute and to plan the format for the consultants' presentations. An ongoing process included several consultations between the director and business manager for the purpose of rewriting the budget. These consultations enabled the institute to remain within the budgetary limitations. All of the consultations enhanced the contributions of the consultants, thus making their impacts more meaningful. The contacts with many schools and agencies opened up a network of communications for the staff to reach out to many participants, and it helped give direction to planning sessions so staff could zero in on what the actual program would be.

2. PARTICIPANTS

Priorities for selection were to enroll a wide age range, males and females, for trainer, teacher, and aide categories. They were from the State of Massachusetts, both poor urban and rural communities. In addition, representative teams from other states attended. All participants were to be employed or have promise of employment for the following year. The representatives from other states gave a national picture of the problems in education and the training and utilization of auxiliaries in diverse situations. There were 68 participants and (6) this number more than met the staff's expectations in terms of motivation, interest, diversity, and contribution to the program. One of the ways this was achieved was to add leadership questions and future plans questions (see addenda) to the application, to examine the roles of the participants in their various institutions, their line of service and their perceptions of themselves as leaders. Another check on this is the use of questionnaires prior to the program to see the motivation, interest, and expectations of the participants.(7)

3. STAFF

The same principle that applies to participants, applies to the staff. The staff serves as a model for the kinds of relationships in the interraction during the program. Therefore, the director hired staff consisting of diverse personalities with a common philosophy from

various parts of the academic community throughout the Boston Area; (8) they represented urban community schools and other communities such as New York City. This added new dimensions to the program. In addition to this kind of diversity in the selection of the staff, the members were interested in early childhood education as well as elementary education. The program included participants from Head Start through Junior High School.

A critical factor for the operation of a smooth functioning staff demonstrating team cooperation is that the staff set the model by their behavior. The staff was dedicated to the team approach, not on an intellectual level only, but on a practical level. The staff was supportive of each other. The administrator, in selecting these staff members more than likely considered the very fact that not all people are alike. When people are joined in such a creative and innovative manner, their productivity level increases.

There was tremendous emphasis on qualities of humanness of people, individuality and uniqueness of personality in staff selection. This emphasis was realized, as was demonstrated very clearly, by the affective learning and the human empathy that existed throughout the four weeks and two days of this model program.

The Project Director mentioned in broad terms the kinds of objectives that she wished to accomplish. These were discussed with the staff at planning meetings, not as completed objectives, but as generalized goals.(2) This way the staff felt it incumbent upon them to interpret what the director was really interested in. So, as a result to give substance to what they thought the objectives were, and to describe action and plans necessary for implementation of these goals, they discussed procedures to meet these objectives. In this way, the objectives of the director and the objectives of the staff became one after the dialogical exchange between them.

The entire planning operation was also a model for the institute in that it was an evolving curriculum, an evolving evaluation. Each member would change the pattern or contribute to the pattern to make it evolving, and the feedback from each staff meeting led to modification at the next planning staff meeting. This was a self-evolving planning program as well as a self-evolving program in actuality.

Recommendations as a result of this are: 1) That the funds were too limited for the ratio of adequate staff to participants both for planning as well as program. 2) A strong recommendation that adequate full-time staff members be involved in such a short-term intense institute, rather than too many part-time people, to insure the continuity of objectives and continuity of program. 3) Another very strong recommendation was that all project directors have as part of their assisting staff para-professionals, either teacher aides or teacher assistants; someone who has participated as a para-professional to give in-put to the administration and staff.

4. ORIENTATION PROGRAM

The first two days prior to the first two weeks of the institute were spent in orientation and planning sessions with consultant teachers and aides and staff.(9) These teachers and aide consultants contributed important problems and concerns from their practical experiences, all of which formed the major portion of the content for the next two weeks. At this time a diagram was set up, delineating the kinds of accomplishments the staff wished to attain within certain blocks of time. Both programatic content and behavioral objectives, as well as skills and information were discussed.

This proved to be a very useful way of planning with trainers, in order to define the goals and objectives that were sought by all. From the participants real experiences, their expectations, (as indicated on their forms), and from the various pre-planning meetings of the staff, a concrete and definite program with curriculum materials and content was evolved.

5. PROGRAM OPERATION

Insofar as can be measured at the time of the final report, the specified program objectives were generally met.(10) However we will mention in the recommendations those objectives that we felt fell short of our aspirations due to shortage of time.

The main thrust of this program was to affect the attitudes, communications and self perceptions of the participants and to enable the participants to add to their knowledge and skills in their specific areas of endeavor. Participants were representative of different school levels. Another component of the program operation was to encourage the participants to determine the appropriateness of program goals in their schools in relation to nurturing children's development.

The substantive content of the program introduced the participant to various innovative curriculum and teaching techniques at which time the participants were encouraged to critically examine the content and individually select those offerings that were appropriate to their professional areas. The participants were offered a variety of options from which to select the most useful materials. Materials included varieties of films, slides, books, and pamphlets.(11) In addition, field trips, role playing sessions, sensitivity training and educational games were used throughout the entire four weeks and two days. The way the groups were comprised and divided - with large group discussions and then small groups working together on particular problems, concerns or tasks, such as writing a h dbook,(12) represented the dynamics of the process.

The groups had their own designated leaders and observers for feedback to the large group following the small group sessions. This was part of the basic design for very thorough communication exploration in groups, and also to give each participant an opportunity for leadership, observation and developing recording skills. In addition, a visit to the Educational Development Center, Newton, Massachusetts, was one exposure to the use of materials and techniques that could be used in the classroom. Trips to community schools and agencies enabled the participants to evaluate various educational settings.(13) Workshops in: Children's Music; Art and Science for Children; Social Studies Materials; Language Arts; Reading Skills and films on teaching styles were some of the substantive portions of the program. Another very important component of any educational program, particularly this summer institute was the fostering of social interraction for group development. Some of the techniques for educational experiences, such as a boat trip around the harbor of Boston, which was socially successful and enlightening to people from out of the city and out of state were used. Many of the community students invited the dormitory students home on weekends for ongoing social activities and for exchange of ideas. The numerous dormitory parties, luncheons, coffee hours, dinners and visits to each others homes among students and staff reinforced warm feelings and positive relationships that were continously being established.

The structured experiences combined with the informal sessions provided the vehicle for developing observation and communication skills for the greater exchange of ideas and maintaining open lines of communication. Simultaneously, a search for greater honesty in interpersonal relationships and the joy in learning by discovery occurred. A responsiveness to the needs of each other grew, and it was hoped that this responsiveness would carry over to the children with whom they would be working.

In order to insure that the participants would become skilled innovators and change agents, the Institute program purposely was loosely structured so that participants could articulate their needs and ideas throughout. This led to the incorporation of new approaches and experiences and to a continually evolving program.

The linkages with the local agencies, - Massachusetts Education Department, Action for Boston Community Development, Model Cities, Public School Systems, etc., provided a much needed input. One very important input was made by the State Department of Education in apprising the Institute of the status of para-professionals in the state of Massachusetts. The State commissioner of Education, Neill A. Sullivan, came to the Institute and provided the group with hope, in that he is in favor of the utilization of para-professionals in the State. A member from Action for Boston Community Development was also a participant in the Institute and thus the richness of the experiences of ABCD were added to the Institute.

A very important prerequisite for an effective training program, for professional development is that a wide base of agencies, organizations and institutions of higher education be represented and involved in the planning stages, as well as in the ongoing consultant stages of the program.

In commenting critically on the beginning and ending dates and the duration of the program, it was recommended and was felt by all that additional time, at least a week, should be provided for reinforcing those experiences that were very much needed and wanted by the participants, such as workshops. No one felt that anything should be deleted, but rather explored further in depth. Again, we recommend that another full-time staff member be involved throughout the entire program.

6. Evaluation

The following summary is part of an evaluation of the Garland Junior College E.P.D.A. 1969 Summer Institute conducted by A.B.T. Association of Cambridge. Measured by the objectives as described in the A.B.T. report (see attached), the Institute Summer program appears to have been generally successful. A.B.T. Association, Incorporated scored the pre(7) and post(14) Institute questionnaire. The"Expectation Questionnaire" was designed to answer the participant's expectations for the Institute. The "Recommendation Questionnaire"was designed to evaluated the struggles and weaknesses of the Institute, and assess specific gains of participants from the Institute. The pre and post Institute Questionnaires were scored according to affective or cognitive emphasis by A.B.T. Association, Inc. That is, four items read on the "Expectations Questionnaire", and the analagous item read on the "Recommendations Questionnaire", for each of the 68 participants who filled out the questionnaires.

On the first questionnaire, 93 responses emphasized affective concerns and viewpoints. Cognitive and informational concerns and viewpoints were emphasized in 127 responses. In the second comparable questionnaire, administered after the Institute, 161 responses were scored as affective in emphasis, while only 59 were scored cognitive. This may be seen as a change from 42% affective before the Institute to 75% affective after the Institute.

This change in emphasis is supported by participants' responses to specific items on the "Recommendation Questionnaire". Asked what one part of the Institute they would change, respondents favored increasing the length (20%), making no changes (20%), introducing more curriculum materials (16%), and tightening the structure and schedule (14%). A.B.T. Associates, Inc. views these responses as an indication that the participants did feel that the Institute did concentrate on affective change.

Stronger evidence of that emphasis and its acceptance by the participants appears in their responses to the question "What one part of the Institute should be kept in another year?" Twenty-nine percent selected the two consultants who led sensitivity exercises. The o, ı, honest atmosphere was mentioned by 23% and the third most popular component was the study of group dynamics through small-group discussions.

On the basis of the foregoing report, A.B.T. Associates, Inc. concludes

the Institute might be improved by revising its summer portion as follows:

1. Increase the number of male staff members and participants.

2. Increase involvement of the trainers in planning for the Institute after the first week of Phase III.

3. Delegate more responsibility to staff members and participants, to decrease the burden and emphasis on the Director's leadership.

4. Increase the length of the Institute's summer phase by one week, added to Phase IV. The additional week might profitably be spent on such technical subjects as curriculum design, available resources, etc.

Evaluation is most meaningful when it addresses itself to the goals and objectives of the program. The design and needs of the participants of the program must be congruent. Also, the evaluation must be transferable to others interested in achieving similar goals. Inherent in the complex nature of this program is the need for various types of evaluation which address themselves to the many facets of the program.

Methods for evaluation that were used in the 1969 Institute are as following:

1. Leadership Skills Questionnaire (5)
2. Work Experience and Projected Professional Goals Inventory (5)
3. Expectation Questionnaire (7)
4. Process Observation (10)
5. Feedback Reports - verbal and written
6. Recommendation Questionnaire (14)
7. Outside Evaluation Reports (see attached) (17)
8. Ongoing Staff Evaluation and Program Adjustment
9. Filmed Sessions (of the ongoing Institute)
10. Follow-up Questionnaire (15)
11. Follow-up Reunion (16)

The staff met three times each day to incorporate feedback, appraise the program and plan relevant sessions.

Another way of describing the relationships of the staff members to each other and to the director and her relationship to the staff was that they all saw this program as a process rather than a product. It was a process in living together and learning together; a process in sharing with each other; a process in interpreting and acting upon other's feelings; a process in practicing democracy and therefore functioning together as a democratic team.

The Interim Report was based on daily observations and interviews with the participants.(10)

The entire program was filmed and is currently being edited. Viewing the raw footage during the Institute enabled the staff and participants to view themselves in a new perspective and to reflect upon their experiences.

The staff felt very strongly that too many questions and forms discouraged participants from filling them out thoughtfully and returning them. Therefore such forms were kept at a minimum to encourage maximum cooperation. The participants were supported by the staff in discussions in which they verbalized their feelings regarding the program, by establishing a relaxed and flexible atmosphere for staff-participant exchange

Follow-up Questionnaires(15) were tabulated(18) prior to the April Reunion so that the results could be shared with staff and participants in attendance. Correspondence to participants regarding the Reunion and program plans for the Reunion(16) were sent well in advance of the Reunion date. The long-term evaluation of this training program consisted of the follow-up Questionnaire, telephone and informal correspondence between participants and director, occasional conferences with a few participants, on-going staff meetings, the April Reunion, related correspondence,(16) the director's final report, the A.B.T. Association final report,(18) and the film documentary.

III. CONCLUSIONS

The most significant outcomes of this program can best be described by the verbal responses of some of the participants and by a Recommendations Questionnaire(14), and the Follow-up Questionnaires(15) which were discussed at the Institute Reunion.

The following are notations of general responses of participants:

"I will attend the follow-up reunion if I have to pay my own fare."

"I came here and made more friends in two weeks than I have over a long period of time."

"I feel a change in myself."

"This Institute should be called the 'Institute for Group Growth and Development'."

"I have noted a great change in me. I am more tolerant of critism."

"I discovered there are new techniques I can use at home as well as at school."

"I sometimes give wrong responses. The book "36 Children" has led me to see that there are different ways of working with children."

"When I first came here I was disoriented because of the lack of structure but I realized I had to do it myself. I became involved in my own learning; it took a week to realize I was doing it myself."

"We liked it all in varying degrees."

"Self-analysis is painful."

"Miss _____ should be a teacher; I wanted to take her home with me."

"In order to ensure continuity, some of this group should return to next year's Institute."

"I see I can use things in arts and crafts made from junk materials."

"So much happens here so fast we need more time. The only way we can do it next time, and get what we want out of it, is to make the program longer."

"The handbook can serve as a guide; it is great to take home."

"The materials were very good."

"Maybe here we have seen new concepts in education."

"One has to have time to evaluate this Institute; the full realization comes about with time."

"Involvment in school and elsewhere should be determined by commitment with an appreciation of the individual's attributes."

"I find myself sitting and writing about things I wish to do when I go back."

"I've come away with a bit more courage and self-esteem."(10)

The feeling of community among the participants and staff was very evident. The response to the Institute was overwhelming. The staff was very pleased with the response and shared the feelings of the participants.

One immediate effect of the Institute on the host Institution was the introduction of the innovative process and teaching technique of the Institute into the regular two year Child Study Program. The project Director is also a senior faculty member in the Child Study Department and instructor of Child Psychology.

Operating a special program such as this at Garland Junior College has made many members of Garland's regular faculty more aware of the educational problems of the Community at large.

The Institute's Director and staff have been called upon during this year to serve as discussion leaders or resource people for the local education association, Boston Association for the Education of the Young Child (BAEYC), and to serve as members of committees of Community and State agencies.

The major strength of this program was an investment of confidence in the innate valuable qualities of the individual. This confidence was rewarded as many participants developed leadership skills and qualities that would enable them to be effective teachers and trainers in their own institutions. The participants became much more aware of group dynamics and how they functioned in a group. It was noted that this Institute included participants from a wide geographic and demographic area. It was noted also that these factors provided a much needed input to the success of the program. Building on diverseness is more representative and was found to be more rewarding to the participants themselves and certainly very valuable to the staff for their own growth. This diversity, in reality is a microcosim of society in itself and thus the experience was more relevant. Contributing to this was the wide age range 17 - 58 years of age. The Garland Institute accepted teams of participants from one community whenever possible. This proved to be a productive measure because the teams upon their return to their positions had a much greater impact than that of a single individual.

The rapport established during the Summer Institute between staff and participants, and participants and participants, has led to a continuing dialogue and exchange throughout the year for information, sharing of ideas and serving as resources to each other. In addition, institutions have called to ask to participate in future programs of this type.

Another strength of this Institute was the domitory life for about thirty-eight of the participants. The dormitory groups were so cohesive and united that the other participants requested that all interested participants be allowed to spend some time in the dormitory.

The weaknesses of this program did not contribute to failure as such; however the extension of the Institute for an additional week would have enhanced the Institute. In addition, the late arrival of funds and the budgetary limits restricted the hiring of adequate personnel for planning. Limited enrollment of professional teachers affected

the input that might have been forthcoming from that group. One other weakness of this Institute was the shortage of males. Although the staff hoped to recruit many males, only seven could really afford to attend.

The nature of the participants and the quality of the staff combined to make a most successful program. Efficient pre-planning based on Expectation Questionnaires distributed to the participants and analysed prior to their arrival at the Institute enabled the director and staff to provide a most meaningful program.

A contributing factor to the success of this program was the orientation process where teachers and auxiliaries lent input to the program from their practical experiences in the field.

In April, 1970, a follow-up reunion for Garland Educational Personnel Development Act participants was held in Boston. A majority of the group returned. The three day reunion focused on the current trends in the use of para-professionals throughout the state of Massachusetts, present operation of programs in which summer institute members are now working, and the outlook for a stable career ladder and institutionalization of para-professionals.(19)

One of the most significant outcomes of the reunion was the discovery that a transfer of caring, concern, and growth in professional leadership which began for many participants last summer was ongoing in their professional relationships. Examples of these were highlighted in a panel presentation in which para-professionals told of their personal experiences in their various centers.(19) One participant found the "courage", she said, to talk with "higher ups" about program changes she felt were necessary. As a result she now is taking a leadership role in orientation and in-service training of para-professionals. Many stated that they now felt much more self confidence and, as a result, were acting as change agents in their programs. See Adenda (19) for other participants' reports.

Participants in the reunion agreed unanimously that a yearly reunion would be of great benefit to them. They felt inspired by the experiences of fellow participants. Many indicated, "We'll pay for it", if opportunity can be arranged for further reunion sessions. The support for another Institute to train more persons in the team approach to teaching using para-professionals was overwhelming. Comments of those at the close of the session included: "We'll each send ten people if another Institute can be arranged." "We learned a lot, and we had a lot of fun learning"--which is the way education ought to be, but usually isn't!

In summary, all of the aides, teachers, and trainers stated in their follow-up questionnaire(20), that the Institute was valuable to them and that it had a positive impact on their current work.

APPENDIX

1. Recruitment Letter
2. Minutes of Staff Meetings
3. Brochure
4. Applications
5. Leadership Questionnaire
6. Participants' Data
7. Expectation Questionnaire
8. Staff
9. Planning Consultants
10. Process Evaluation
11. Materials Resource List
12. Handbook
13. Field Trip Sites
14. Recommendation Questionnaire
15. Follow-up Questionnaire
16. Follow-up Reunion Program
17. Outside Evaluation Interim Report
18. Outside Evaluation Final Report
19. Reunion Notes
20. Follow-up Questionnaire Results

21A Participant Data

21B Roster of Participants

21C Breakdown of Participants

APPENDIX

22. Reunion Notification

23. Transcript

GARLAND JUNIOR COLLEGE

409 Commonwealth Avenue

Boston, Massachusetts 02215

January 22, 1969

TO: ALL ELIGIBLE AGENCIES & EDUCATIONAL INSTITUTIONS

FROM: VERA C. WEISZ, PROJECT DIRECTOR - TRAINING INSTITUTE FOR EDUCATIONAL PERSONNEL

Garland Junior College has received a planning grant of $10,000 from Office of Education to operate an institute for support personnel as outlined below. Phase I is from December 6, 1968 - June 15, 1969.

Phase II is being proposed to improve the quality of teaching personnel and increase the number of auxiliary personnel in the school systems.

Phase II aims to develop a model program for training trainers of teachers and auxiliary teams so that they can initiate in their schools in-service training programs, adapted to suit their school needs, for other teacher-auxiliary teams. Part of this plan will demonstrate the effectiveness of the model by having the trainers train teacher-auxiliary teams. The trainers will participate in a four-week institute under the supervision of a professional institute staff at Garland Junior College. The teachers and aides will participate for two weeks in the institute.

The follow-up and evaluation will measure the effectiveness of this pre-service training institute by following up for one school year the in-service training program in the school systems from which these participants came. The purpose of the follow-up will be to examine and consult on the in-service programs to determine if they are fostering optimum team teaching between the teacher and the auxiliaries, improvement of the curricula in the school, and a higher quality of participation in the teaching-learning process in the classroom. These consultants will be professional institute staff members and outside evaluators. The trainers and teams will be recruited from Head Start programs, public school systems in the Commonwealth of Massachusetts, junior colleges and universities. Priority will be given to teachers and auxiliaries from urban and rural poor communities. All schools or institutions sending teachers and aides to participate in this training institute must either be using auxiliary personnel at this time, or be committed to employing auxiliary personnel in September, 1969.

Schools or agencies which will exert leadership and serve as resource, or training centers for their own and other schools and agencies in the community will be given priority. The Garland institute is interested in encouraging change-agents in educational systems who will innovate educational practices.

An objective of this program will be to facilitate auxiliaries to continue their education at all levels by giving academic credit for this institute, and recommending academic credit for on-the-job experience and advancement. Many of these auxiliaries will need vocational and psychological counselling in order to promote themselves.

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GARLAND JUNIOR COLLEGE

409 Commonwealth Avenue

Boston, Massachusetts 02215

January 22, 1969

All institute participants will have the option to live in the Garland residence houses if they wish.

Findings from the Garland Junior College's training program will be disseminated to school systems and other institutions through Garland Junior College, Massachusetts Department of Education, Office of Education and other agencies.

GARLAND JUNIOR COLLEGE

409 Commonwealth Avenue

Boston, Massachusetts 02215

January 22, 1969

TO: ALL ELIGIBLE AGENCIES & EDUCATIONAL INSTITUTIONS

FROM: VERA C. WEISZ, PROJECT DIRECTOR - TRAINING INSTITUTE FOR EDUCATIONAL PERSONNEL

For Phase II Garland Junior College will be recruiting 25 potential trainers to participate in their training institute tentatively scheduled for late June through July, 1969. These participants will have the choice of living at Garland Junior College during that time, and will receive stipends for participation in this institute.

We will also be recruiting 25 teachers and 25 teacher-aides, who are presently employed, or will be employed in September, 1969, to participate in this institute tentatively scheduled from July 15 through July 30, 1969 for them. The participants will have the choice of living at Garland Junior College during that time, and will receive stipends for participation in this institute.

The trainers, and teachers, and aides can in turn implement in-service programs and train other teacher-auxiliary teams in their own institutions and public schools.

This institute will concentrate on educational personnel who are working with children from pre-school through junior high, or trainers who are teaching on the junior college or college level. The ultimate goal of this institute is to improve the climate for learning for children by improving teacher training methods, in-service programs, and professional and semi-professional communication in the schools.

In the future, you will be receiving admission forms for you and your staffs, to be completed individually and returned to Garland Junior College. In order to insure consideration for participation in this program, please fill out these forms promptly.

We expect that all participants in this institute will be highly recommended by their superintendents, principals, directors, or supervisors.

REPORT ON STAFF MEETING
SUMMER INSTITUTE CONSULTANTS

TO: Mr. & Mrs. Wilton Anderson, Mrs. Joyce Grant, Mrs. Ilsa Mattick, and Mrs. Frances Perkins.

FROM: Mrs. Vera C. Weisz, Director of Special Projects

SUBJECT: Staff Meeting, April 18, 1969

It was decided that there will be a two-day period, June 26 and 27, for orientation of staff, trainers, and about 10 teachers and aides. The next two weeks will be for trainers and staff, and the third two weeks will be for trainers, teachers, and aides. The last two days in July will be used by the consultants to evaluate how the institute turned out.

On June 26, the first three hours will be used for introduction, distribution of schedules, maps, or any materials explaining the program. Then we will have a two-hour lunch, afterwhich the participants will be paired off with people who are familiar with the Boston area and take a trip. In the afternoon there will be a discussion of the roles, the problems and the issues that these trainers face in their work at their schools, and an exploration of content and method that they want in the coming institute.

On June 27, from 9:00 to 10:30 there will be a large group meeting on programs, goals and objectives. From 10:30 to 12:00 there will be a small group session to discuss procedure and tasks (e.g., roles of observers and recorders in sessions, value and use of assignments such as making their own materials, and so forth), which will be followed by a one-hour lunch. After lunch there will be a large group meeting at which the staff will decide what they would like to have happen during the whole summer institute. Trainers will decide how they are going to train aides and teachers. They will take baseline in-put plus their own experiences, combine them and then prepare to meet with the other people coming in. They will assume a greater trainer role and will have an observer-observee relationship in the classroom. At 2:30 there will be a short cokebreak, which will be followed by a small group session.

During the first week, staff will give a lot of in-put. There will be a language arts session for both trainers in the first two weeks, and the teacher and aides in the second two weeks. The second one will be for trainers, teachers, and aides. The trainers will observe.

The art teacher and music teacher will serve as resource technicians to provide material for the candidates after the candidates have returned from the trip. The candidates will choose what media they want to use for self-and-class expression. It will be totally unstructured. It can include dramatics, story telling, creative writing, etc.

The whole idea is to show by model that slots and schedules and traditional approach do not constitute curriculum, that content and form vary, and that the role of the teacher is as a resource and guidance person.

Dick Larson from Michigan will be our Improvizationist and will bring in another point of view and other different approaches for the candidates to evaluate. Allen Leitman will come in to show films.

The following materials will be distributed: Kaminsky's Teacher Style will be given to trainers, aides, and teachers; Mrs. Weisz' pamphlet, Bank Street Materials, and Bibliographies will be typed up for them. Also, Mrs. Grant has some material and bibliographies that can be used. It was also decided to let the candidates go to the library and make up their own bibliographies which could be exchanged among themselves.

In the first two days, controversial issues such as teaching styles, use of school space in classroom, administrative procedures, team dynamics, appropriate learning methods, etc., will be discussed and illustrated; and the trainers will have to choose tasks or assignments for themselves, to demonstrate and handle these issues; for example, design and make a model classroom and shift around furniture in it to prove their point.

Another task of the trainer will be to find ways to elicit and explore the teachers' and aides' concerns. The trainers will have to present many models to the teachers and aides in order to demonstrate that there is no "right way or wrong way." Also, the trainers will prepare their own bibliographies and will have to read and evaluate "How Children Fail" by John Holt.

It was suggested that a nurse, social worker, and teacher be brought in and given similar situations, and each would demonstrate how they would handle it.

The language arts will work with the participants and demonstrate various approaches to language arts as a form using communication. Will suggest models and methods and explain the importance of the teacher's use of the verbal experience and ability and background that the child comes with. For example, Headstart children are verbal. Other staff members were suggested for language arts instead of Dick Larson.

All content such as language art, child development, school and community, team dynamics will satisfy the expectations of the candidates and should be communicated to them through group discussion, questions, feedback, and not in a lecture style. The concerns of the participants will be of utmost importance.

Some written evaluations of the participants must be collected and recorded. However, the recorder should not be a trainer. There must be a special time set aside where each group, the teachers, aides, and trainers, can be alone to discuss certain issues. It will be up to each group to decide whether or not they wish to share this with the others; however, they must record everything that they discuss.

Some of the classes of the institute will be held at the New School for Children in Roxbury, so that the participants will see another environment, other than at Garland.

Mr. Anderson asked to be given pre-and post-evaluation of expectations. Consultants will also need material to send out to schools for follow up of the participants once the institute is finished. The participants will be brought back a couple of times during the winter to set up work shops as part of follow up.

The next meeting will be held Friday, April 25, 1969, at 80 Kirkland Street, Cambridge, Massachusetts, (Mrs. Weisz residence).

VCW:pb

REPORT ON STAFF MEETING
SUMMER INSTITUTE CONSULTANTS

TO: Mr. & Mrs. Wilton Anderson, Mrs. Joyce Grant, Mrs. Ilsa Mattick, and Mrs. Frances Perkins.

FROM: Mrs. Vera C. Weisz, Director of Special Projects

SUBJECT: Staff Meeting--April 25, 1969

It was agreed that we should accept all applicants even if we exceed our quota of 75, and obtain funds to pay participants without dependents from another source in the budget.

Miss Joan Herlihy, a senior at Garland, will be Mrs. Weisz's Project Assistant.

Mrs. Marguerite Hobson, who was trained as an aide in one of Mrs. Weisz's former institutes, will be brought in during the first two days to talk with teachers, aides and trainers.

Evaluation of Program By Participants

I. Content:
The feedback from all participants. They are all to evaluate the course and staff as to substantive content and methods used. Also, recommendations from the participants for changes in the form of answers to questions supplied by staff. These should not be "yes" or "no" answers nor loaded questions, but an "open end" type of questioning. The participants must not feel that they have to give answers in order to "get in" with the staff.

The participants will be asked such questions as: What part of program they felt was most relevant, what part of program you would like to see more time spent on, and less time spent on.

II. Methods: (The participants will be asked questions as follows:--Re: Staff)

A) Which ones made you feel more comfortable?

B) In what areas were the staff useful to your learning?

C) In what areas were the staff not useful?

D) Do you think the staff was too large, too small, too dominating, too passive, none of these, other? Please make recommendations about all of these areas, or any others, to help us design a better program at another time.

The participants must be given a minimum of suggestions so that they will evaluate the program themselves and not say what they think the staff want to hear.

III. We would like to see changes in the attitudes, skills, and knowledge that the participants come with in regard to the following:

A) Interpersonal Relations:

1. Communication (attitude, skill, knowledge).
2. Commitment to Community (attitude, skill, knowledge).
3. Effectiveness of Communication (attitude, skill, knowledge).
4. Affective Quality of Inter-Relationship (attitude, skill, Knowledge).
5. Expectations (What did they come to learn?)
   a) What would be helpful to you in your relationship with children, teachers, aides, parents, principals, and the larger community?

B) Children as Learners:

1. Recognition of children as individuals (knowledge, attitude).
2. Recognition and appreciation of individual uniqueness and capabilities (knowledge).
3. Recognition of children as selectors and appreciators of children as learners and organizers of their own learning (attitude, skill, knowledge).
4. Expectations
   a) What do you expect to learn about children and their learning processes?

C) Professional Competence:

1. Enjoyment of Professional Role (attitude, skill, knowledge).
2. Ability to Plan and Institute Learning Experiences (skill, Knowledge).
3. How would you get changes in children?
4. Their Awareness of The Relationship Between the Program and Its Appropriateness to the Age Level of the Children (skill, knowledge).
5. Expectations
   a) More about children as learners, areas of content, curriculum, teachers, peers, parents, administrators and community.
   b) How to solve their problems.

D) Personal Growth: (Self-Confidence, Self-Awareness).

1. Give them a better image of themselves (attitude).
2. Some control over what happens in school (knowledge).
3. See themselves as an active person and a change agent (attitude, skill, knowledge).
4. Concern and participation in what goes on in community (knowledge).
5. Expectations
   a) How do you think you are going to do in this program?
   b) What benefits do you expect for yourself?
   c) In what way would you like the Institute to contribute to your professional competence (teaching abilities)?

IV. Goals:

A) A respect for children's autonomy (skill, knowledge, attitude).

B) A respect for your own judgment for what the children are telling you.

C) Appropriateness of the program goals in relationship to nurturing the children's development. (Skills, knowledge, attitude.)

D) Perception of himself as a successful innovator (skills, knowledge, attitude).

E) Perception of himself as a change person (skills, knowledge, attitude).

F) Confidence in himself as an effective human being (attitude). in school and community.

It was suggested that the statement "What would be helpful to you in your working relationship with teachers, aides, parents, and larger community?" be sent to all participants before the opening date of the institute. This could be done when we send out their stipend forms.

The next meeting will be Thursday afternoon, May 1, 1969, at 3:00 p.m. at 80 Kirkland Street, Cambridge, Mass.

REPORT OF MEETING
SUMMER INSTITUTE STAFF
MAY 2, 1969

TO: Mr. & Mrs. Wilton Anderson, Mrs. Joyce Grant, Miss Beth Goertz, Miss Joan Herlihy, Mrs. Ilse Mattick, and Mrs. Frances Perkins. (Present: All Except Mr. Wilton Anderson and Mrs. Joyce Grant.)

FROM: Mrs. Vera C. Weisz, Director of Special Projects

RE: Staff Meeting

Each staff member is to bring a brief resume' (age, education, outstanding professional experience, publications, special committees, etc.) to the next meeting.

At this meeting Beth Goertz of the Wheelock College faculty was introduced as a part of the staff.

The schedule for the first two days of the Institute is as follows: On Thursday morning, June 26, material will be passed out to participants, introduction of staff, tour of school, explanation of role of project staff, description of library resources, consulting resources, films, etc., and discussion of concerns and interest of participants based on questionnaires received. Then there will be a two-hour lunch (participants paired off with people familiar with Boston area). In the afternoon, in a large group discussion, the trainers, aides, and teachers will discuss the input that they want incorporated into the program, their problems, issues and concerns. The teachers and aides will tell trainers what they expect to learn and what their frustrations are.

Friday, June 27, will begin with a summary of preceding afternoon by staff. The participants will break up into 4 groups of 6 to 8 people each to go into depth of the problems that some of these people have. They will discuss the methods to train teachers and aides. A staff member will sit in on these groups as a resource person, and each group is to appoint a recorder and observer. Then there will be a one-hour lunch. After lunch the groups will re-assemble, until 2:30, at which time they will have a coke break. During coke break the recorders will meet with staff to go over their reports. After coke break the staff will have report before entire group.

On Monday of the first two weeks with trainers a summary by staff of important issues of teachers and aides and a synthesis of pertinent issues will be given. A staff member will come in early Monday morning to give them what resources we have available and give them some ideas on how they can be used. Find out in what way they want to prepare themselves for the next two weeks and what areas they are going to deal with; also, what methods they are going to use in training teachers and aides. The group will break up into small "buzz" groups to come up with consensus of priorities. The staff will be observers and pick up weaknesses and techniques. Lunch will be at 12:00. After lunch when they have decided what environments they plan to create, the rest of the afternoon will be spent in doing this.

The following "Expectation Questionnaire" will be sent to participants to be filled in before coming to the institute:

1. What do you expect from this institute that would be helpful to your relationship with children?

2. What do you expect from this institute that would be helpful to your relationship with teachers?

3. What do you expect from this institute that would be helpful to your relationship with aides?

4. What do you expect from this institute that would be helpful to your relationship with parents?

5. What do you expect from this institute that wouldbe helpful to your relationship with administrators?

6. What do you expect from this institute that would be helpful to your relationship with larger community?

7. What do you expect to find out about children and how they learn?

8. In what area do you expect this institute to enhance your professional competence?

9. What do you expect to contribute to this institute?

10. What knowledge, skill, and attitudes are necessary for an affective teacher-aide relationship?

The next meeting, Thursday afternoon, May 15, 1969, at 3:00 p.m., at 80 Kirkland St., Cambridge, Massachusetts.

VCW:pb

REPORT OF MEETING
SUMMER INSTITUTE STAFF
May 15, 1969

TO: Mrs. Frances Anderson, Miss Beth Goertz, Miss Joan Herlihy, Mrs. Ilse Mattick, and Mrs. Frances Perkins.
(Absent: Mrs. Ilse Mattick, Miss Beth Goertz, and Miss Joan Herlihy.)

FROM: Mrs. Vera C. Weisz, Director of Special Projects

RE: Staff Meeting

Staff was informed that Mr. Wilton Anderson and Mrs. Joyce Grant would not be able to continue as part of the staff due to other commitments. They both will come in some time during the summer as consultants; therefore, another full-time staff member is definitely needed. Doctor Moller, a psychiatrist recommended by Joan Berstrom, is being considered; she was asked to submit a resumé for the position.

To date, the total number of acceptances received for the institute is 72. However, some applications are still pending.

The staff asked what learning environments will the trainers plan to create--what atmosphere.

The program will contain areas affecting content, skill, behavior, and attitudes. The staff designated certain broad areas that should be incorporated into the program. They were as follows:

1. Techniques and process of evaluating teachers, aides, and program.

2. A team approach to teaching--differentiated staffing.

3. Optimum learning environment for young children (i.e., activity centered, teaching styles, non-grading, individualized learning) to help children learn how to help themselves.

4. Subject matter area that are important for children.

5. Child Development:
   a. What is discipline?
   b. What is the learning process?
   c. How do you help slow learners?
   d. What is a behavioral problem, emotional problem, etc.?

6. Teachers and aides must have definite observation skills--some ability to interpret behavior on basis of observation.

7. Language development.

8. Utilization of aide in classroom.

9. Program design.

10. Role and relationship between teacher, aide, and administrator.

11. Parent-Community relationships.

12. Concept of Career Ladder for aides.

13. Parents' involvement with school.

14. Making a good home visit.

15. What is the teacher's role in helping a disturbed child in classroom.

16. Set aside a definite time for aides and teachers to learn operation of projectors and audio visual machines.

METHODS:

1. How do we get group to become familiar and develop trust.

2. On which group should we put emphasis on greatest learning roles.

3. There will have to be some permanence.

4. Each group will elect a representative to meet with the other representatives, for one hour each day. The same group of teachers and aides should meet quite regularly.

5. Trainer should have diversity of groups.

6. Keep stability of teachers and aides. Rotate trainers.

7. For the most part, the trainer will be rotated to lead various groups, and one teacher-to-two aides will be a permanent part of the group.

8. There will be sessions for just trainers, just teachers, and just aides, separately.

9. When groups are mixed, each group will elect a recorder and observer. The recorder will share the outcomes of the meeting with the other recorders. If they do this in a smaller group, there will always be a staff member present.

10. On bulletin board indicate pre-empted time--fill in time when consultants will be coming in and when films will be shown.

11. Leave open time after each film and consultant's visit for follow-up time to be used by participants.

12. Possible assignments of having field trips and finding resources for themselves.

13. Give thoughts on resources and let them go and pursue it themselves.

14. Let them take trips. (They may want to build in more trips.)

15. Good task for aides--plan first day of school as if they were the teacher.

The key concerns of trainers will be :

1. Content
2. Observation
3. Language Development
4. Communication Skills
5. Evaluation
6. Methods

We will have the following resource persons:

1. Language Arts
2. Music
3. Art
4. Storytelling and Writing
5. Films
6. (Social Studies) (Mathematics) (Science) (Emotional Disturbed) (Children) IF Desired by Trainees

Our program should be a model for a good in-service training program.

The next meeting will be held Thursday morning, June 5, 1969, at 80 Kirkland Street, Cambridge, Massachusetts (Mrs. Weisz's residence.).

VCW:pb

REPORT OF MEETING
Summer Institute Staff
June 5, 1969

TO: Mrs. Frances Anderson, Miss Beth Goertz, Miss Joan Herlihy, Mrs. Frances Perkins. (Absent: Mrs. Frances Anderson.)

FROM: Mrs. Vera C. Weisz, Director of Special Projects

SUBJECT: Staff Meeting

This meeting was attended by Dr. Helen Moller, a psychiatrist, who is interested in working on the staff part time or in coming in during the institute as a consultant. Claire Helverson, recommended by Mrs. Joyce Grant of the New School, was interviewed for a position on the staff June 4, and has decided to accept.

Mrs. Ilse Mattick of Wheelock College will not be working with the staff again until this fall.

The staff was informed that about six people had made plans to come to the summer institute but had not been accepted because they failed to send in their acceptance letters. They assumed that they should wait and send in their acceptance letters when they received the Stipend Forms from us.

ABT Associates will be coming in at the end of the institute to do an outside evaluation of the program.

Mrs. Weisz informed staff that she would be meeting tonight, June 5, with Marge Maynard and the Nurse and Social Worker to plan and discuss with them what they will be contributing to the summer institute.

Due to the large number of participants in the institute, it was decided to divide the participants into groups with half of the students and staff going to EDC on July 15 and half on July 16 for a film showing. On the first day they will be divided into groups and cars will be lined up for transportation of the groups to EDC.

We have written to ten teachers and aides who live in Massachusetts asking them to come in on June 26 and 27 for the planning session.

The staff was also informed that we have received some of the expectation questionnaires from the participants. Their expectations were summed up as follows:

1. Communication with School Personnel
   Teachers-Aides-Principals

2. Administrative Roles and Problems

3. School and Community
   Use of Parents
   Use of Resources
   School as Resource

4. Understanding the Child and the Learning Process
   Child Development, Techniques, Behavior
   and Discipline for Handling Children

5. Parent Interview, Parent Relationships
   Parent Conference
   Home Visit

6. School Team Approach
   Nurse, Social Worker, Teacher, Specialist

7. Utilization of Aides-Differentiated Staffing

8. Teacher-Aide Relationships
   Planning, Conferences, Duties, Roles

9. Evaluation of Teachers and Aides

10. Career Ladder for Professionals and Para-Professionals

11. Curriculum Content and Curriculum Specialists

12. Special Problems of Children
   Handicapped
   Behavior
   Emotional
   Learning

13. Audio-Visual Aides and Their Use

14. Teaching Styles and Patterns

15. Program Design
   Non-grading
   Individual Learning
   Team Teaching

16. Counseling and Remediation of Students

17. Testing Procedures

18. Appropriate Subject Areas and Content
   Sex Education
   Social Studies
   Language Arts

19. Communication Skills and Observation

20. Teaching Techniques and Methods

21. Climate for Learning--Human Relations Skills

22. Teacher Role and Attitudes and Effect on Pupil Performance

23. Screening, Selection and Matching of Aides

24. Interaction and Behavior in the Classroom

25. Use of Community Agencies

26. Federal Funds
    Research and Development
    Ancillary Personnel
    (Temple City)

27. Evaluation of Learning Performance

28. Elementary School Procedures and Practices

29. Urban Problems

30. Sociology of Family

31. Understanding of Interpersonal Relationships
    Support of Aide-Specialist-Teacher

32. Making A Referral--(Parent-Child)

33. Pre-Service and In-Service Training of Aides

he staff agreed that we should stress the need for team work cooperation, i.e., experienced orker support of inexperienced worker, teacher support aide. This could be conveyed to the articipants by roleplaying--director support teacher, teacher support aide--and also by oving planning sessions for teachers and aides where they will have the opportunity to plan ogether.

t was suggested that we keep the follow-up questionnaire short and to the point.

he next meeting will be held Wednesday, June 18, 1969, at 11:00 a.m., Garland Junior College, 09 Commonwealth Avenue, Boston, Massachusetts. Bring a sandwich!

CV:pb

Application for Admission

CARLAND JUNIOR COLLEGE

TRAINING INSTITUTE FOR EDUCATIONAL PERSONNEL

Please complete this application. Type or write clearly with a pen. You may feel free to telephone the Institute office if you have any question about this form or the program. The telephone number is as follows: 266-7585 Extension 52.

Please return your applications no later than APRIL 6, 1969 to:

Mrs. Vera C. Welsz
Director of Special Projects
Garland Junior College
409 Commonwealth Avenue
Boston, Massachusetts 02215

PRIORITY WILL BE GIVEN TO PUBLIC SCHOOLS WHO WILL DEMONSTRATE THEIR WILLINGNESS TO OFFER RELEASE TIME FOR IN-SERVICE TRAINING, AND TO DEPART FROM THEIR TRADITIONAL ORGANIZATION WHERE NECESSARY.

I hereby apply for admission to the Institute to be held at Garland Junior College, June - July, 1969.

NAME & ADDRESS OF SCHOOL, INSTITUTION OR AGENCY:_____

_____

YOUR TITLE:_____ GRADE:_____

NAME:_____ M_____ F_____
First Middle Last

MARITAL STATUS:_____ NO. OF DEPENDENTS:_____ AGES:_____

HOME ADDRESS:_____
Street & Number City or Town State Zip Code

TELEPHONE:_____ _____

PLACE AND DATE OF BIRTH:_____
City & State or Country Date

RECOMMENDED BY:_____ TITLE:_____ _____

ADDRESS:_____

FROM WHAT COMMUNITY WILL YOU BE COMMUTING EVERYDAY?_____

WILL YOU HAVE TO LIVE IN THE GARLAND RESIDENCE HOUSE DURING YOUR PARTICIPATION IN THE INSTITUTE, IF YOU ARE ACCEPTED?_____

IF YOUR MAILING ADDRESS DIFFERS FROM YOUR HOME ADDRESS PLEASE WRITE IT BELOW:

_____

GARLAND JUNIOR COLLEGE

TRAINING INSTITUTE FOR EDUCATIONAL PERSONNEL

EDUCATION: High School _____

_____

College or
Other Training _____

_____

_____

Degrees _____

EXPERIENCE: Employer's Name & Address	Date Employed	Type of Position	Reason for Leaving
1.			
2.			
3.			

NUMBER OF YEARS OF EXPERIENCE AS INSTRUCTOR, ADMINISTRATOR, TEACHER, OR AIDE: _____

HAVE YOU EVER WORKED WITH AUXILIARY PERSONNEL? HOW MANY YEARS _____

_____

TRAVEL, INTERESTS, HOBBIES

_____

_____

_____

GARLAND JUNIOR COLLEGE

TRAINING INSTITUTE FOR EDUCATIONAL PERSONNEL

(Please use reverse side for answers if necessary)

- DO YOU THINK YOU HAVE LEADERSHIP ABILITY? PLEASE DESCRIBE LEADERSHIP ROLES IN YOUR PROFESSIONAL ROLE AND IN ANY OUTSIDE EXPERIENCE.

- WHY ARE YOU INTERESTED IN PARTICIPATING IN THIS INSTITUTE?

- WHAT SKILLS DO YOU THINK ARE NECESSARY FOR AN EFFECTIVE TEACHER-AIDE RELATIONSHIP?

- ARE YOU PRIMARILY CONCERNED WITH IMPROVING THE LEARNING SITUATION FOR CHILDREN? DESCRIBE BRIEFLY HOW YOU WOULD GO ABOUT THIS.

- WHAT EDUCATIONAL CHANGES WOULD YOU MAKE IN YOUR SCHOOL IF YOU HAD THE OPPORTUNITY?

- WHAT KIND OF WORK WILL YOU BE DOING IN YOUR SCHOOL, INSTITUTION, OR AGENCY FROM SEPTEMBER, 1969 TO JUNE, 1970?

- WILL YOU BE TRAINING OR WORKING WITH TEACHERS, AIDES, AND/OR BOTH? PLEASE UNDERLINE APPROPRIATE ANSWERS.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PARTICIPANT DATA FOR 1969-70 EDUCATIONAL PERSONNEL DEVELOPMENT PROJECTS UNDER PARTS C AND D OF THE EDUCATION PROFESSIONS DEVELOPMENT ACT

CHECK ONE BOX PER ITEM UNLESS OTHERWISE INDICATED.

1. PROJECT LOG NUMBER

BUDGET BUREAU NO. 51-R0752
APPROVAL EXPIRES: 12/31/69

2. NAME OF PROJECT DIRECTOR

3. NAME OF PARTICIPANT *(Last, First, Middle Initial)*

4. HOME ADDRESS *(No., Street, City, State and ZIP code)*

5. U.S. CONGRESSIONAL DISTRICT

6. SEX
(1) ☐ MALE (2) ☐ FEMALE

7. YEAR OF BIRTH
19

8. PARTICIPATION STATUS
(1) ☐ ARE YOU NEW TO THE PROJECT?
(2) ☐ ARE YOU CONTINUING IN THE PROJECT?

9. NATURE OF PROGRAM
(1) ☐ ARE YOU ATTENDING A FULL-TIME PROGRAM OF AT LEAST ONE ACADEMIC YEAR'S DURATION?
(2) ☐ ARE YOU ATTENDING A PART-TIME AND/OR SHORT-TERM *(less than one academic year's duration)* PROGRAM

10. IF YOU ARE A MEMBER OF ONE OF THE FOLLOWING MINORITY GROUPS, CHECK THE APPROPRIATE BOX
(1) ☐ AMERICAN NEGRO (2) ☐ SPANISH-SURNAMED AMERICAN (3) ☐ AMERICAN INDIAN (4) ☐ ORIENTAL

11. HIGHEST ACADEMIC DEGREE *(Earned)*
(1) ☐ NONE
(2) ☐ HIGH SCHOOL DIPLOMA OR EQUIVALENT
(3) ☐ ASSOCIATE OF ARTS
(4) ☐ BACHELOR'S
(5) ☐ MASTER'S
(6) ☐ PH.D.
(7) ☐ ED.D.
(8) ☐ OTHER *(Specify)* _____

IF YOU ARE ATTENDING A PROJECT IN A SUBJECT LISTED BELOW, COMPLETE ITEMS 12 - 15
IF YOU ARE ATTENDING A PROJECT IN A SUBJECT NOT LISTED, GO ON TO ITEM 16

CODE	SUBJECT AREA	CODE	SUBJECT AREA
01	Arts and/or Humanities	14	Geography
03	Civics	15	Health and Physical Education
04	Counseling and Guidance *(Pupil Personnel Services)*	16	History
07	Economics	17	Industrial Arts
08	Educational Media *(Including Library Science)*	18	International Affairs
11	English and/or Speech	19	Mathematics
12	English for speakers of other languages	21	School Administration and Supervision
13	Foreign Language	22	Science

12. FROM THE LIST ABOVE, SELECT THE SUBJECT AREA WHICH CORRESPONDS TO YOUR MAJOR AREA OR RESPONSIBILITY AS A TEACHER, ADMINISTRATOR, OR SPECIALIST, AND INSERT THE CODE NUMBER HERE → ☐☐

(1) SPECIFY SUBJECT AREA, IF IT IS NOT LISTED ABOVE _____

13. IF YOU HOLD A BACHELOR'S OR HIGHER DEGREE

a. WAS YOUR UNDERGRADUATE MAJOR IN THE SUBJECT FIELD OF THIS PROJECT *(or a closely related field)*?
(1) ☐ YES (2) ☐ NO

b. WAS YOUR GRADUATE MAJOR IN THE SUBJECT FIELD OF THIS PROJECT *(or a closely related field)*?
(1) ☐ YES (2) ☐ NO

14. NUMBER OF ACADEMIC SEMESTERS *(or equivalent)* OF FORMAL ACADEMIC STUDY BEYOND HIGHEST DEGREE EARNED

a. IN SUBJECT FIELD OF THIS PROJECT *(or a closely related field)*
(1) ☐ NONE
(2) ☐ LESS THAN 1 ACADEMIC SEMESTER
(3) ☐ MORE THAN 1 ACADEMIC SEMESTER

b. IN OTHER SUBJECTS
(1) ☐ NONE
(2) ☐ LESS THAN 1 ACADEMIC SEMESTER
(3) ☐ MORE THAN 1 ACADEMIC SEMESTER

15. TOTAL NUMBER OF CLOCK HOURS OF TRAINING *(workshops, seminars, short courses, etc.)* OTHER THAN THAT REPORTED IN ITEMS 13 OR 14 ABOVE

a. IN SUBJECT FIELD OF THIS PROJECT *(or a closely related field)*
(1) ☐ NONE
(2) ☐ 1-40 HOURS
(3) ☐ 41-80 HOURS
(4) ☐ 81-160 HOURS
(5) ☐ MORE THAN 160 HOURS

b. IN OTHER SUBJECTS
(1) ☐ NONE
(2) ☐ 1-40 HOURS
(3) ☐ 41-80 HOURS
(4) ☐ 81-160 HOURS
(5) ☐ MORE THAN 160 HOURS

16. NUMBER OF NATIONAL DEFENSE EDUCATION ACT TITLE XI INSTITUTES, *(including Arts and Humanities Institutes)*, PROSPECTIVE OR EXPERIENCED TEACHER FELLOWSHIP PROGRAMS, AND/OR NATIONAL SCIENCE FOUNDATION TRAINING PROGRAMS PREVIOUSLY ATTENDED

a. INSTITUTES
(1) ☐ NONE
(2) ☐ ONE
(3) ☐ TWO
(4) ☐ MORE THAN TWO

b. FELLOWSHIP PROGRAMS
(1) ☐ NONE
(2) ☐ ONE
(3) ☐ TWO
(4) ☐ MORE THAN TWO

(Continued on reverse)

17. OCCUPATIONAL BACKGROUND

(1) ☐ NEVER EMPLOYED IN THE FIELD OF EDUCATION

(2) ☐ CURRENTLY OR EMPLOYED WITHIN THE PAST 5 YEARS IN THE FIELD OF EDUCATION

(3) ☐ PREVIOUSLY EMPLOYED IN THE FIELD OF EDUCATION, BUT NOT WITHIN THE PAST 5 YEARS

18. TOTAL YEARS OF TEACHING OR OTHER EMPLOYMENT IN THE FIELD OF EDUCATION

(1) ☐ NONE
(2) ☐ 1-4 YEARS
(3) ☐ 5-9 YEARS
(4) ☐ 10-14 YEARS
(5) ☐ 15-19 YEARS
(6) ☐ 20 OR MORE YEARS

19. PRIMARY POSITION OR EMPLOYMENT STATUS AT PRESENT OR IMMEDIATELY PRIOR TO PARTICIPATION IN THIS PROJECT

(1) ☐ ADMINISTRATOR
(2) ☐ SUPERVISOR
(3) ☐ TEACHER
(4) ☐ TRAINER OF TEACHERS OR TRAINER OF TEACHER TRAINERS *(in a school or institution of higher education)*
(5) ☐ PUPIL PERSONNEL SPECIALIST
(6) ☐ INSTRUCTIONAL MEDIA SPECIALIST *(including librarian)*
(7) ☐ EDUCATIONAL AIDE OR PARAPROFESSIONAL
(8) ☐ OTHER EDUCATIONAL POSITION *(Specify)* _____
(9) ☐ STUDENT
(10) ☐ EMPLOYED IN NON-EDUCATION RELATED POSITION *(Specify)* _____
(11) ☐ UNEMPLOYED

20. IF YOU ARE ENTERING THE EDUCATION PROFESSION FOR THE FIRST TIME OR PREPARING FOR A NEW TYPE OF POSITION, INDICATE THE POSITION

(1) ☐ ADMINISTRATOR
(2) ☐ SUPERVISOR
(3) ☐ TEACHER *(including preparation to teach a different subject or level)*
(4) ☐ TRAINER OF TEACHERS *(including trainers of teacher trainers)*
(5) ☐ PUPIL PERSONNEL WORKER
(6) ☐ INSTRUCTIONAL MEDIA SPECIALIST *(including librarian)*
(7) ☐ EDUCATIONAL AIDE OR PARAPROFESSIONAL
(8) ☐ OTHER *(Specify)* _____

IF YOU ARE EMPLOYED IN AN ELEMENTARY, SECONDARY, OR POSTSECONDARY VOCATIONAL SCHOOL, LOCAL OR STATE EDUCATION AGENCY, OR INSTITUTION OF HIGHER EDUCATION, COMPLETE ITEMS 21, 22 AN 3.

21. NAME OF SCHOOL, SYSTEM, OR INSTITUTION OF HIGHER EDUCATION WHERE YOU ARE EMPLOYED

22. ADDRESS *(Number, Street, City, State and ZIP code)*

23. TYPE OF INSTITUTION OR AGENCY

(1) ☐ SINGLE SCHOOL
(2) ☐ MORE THAN ONE SCHOOL OR LOCAL EDUCATION AGENCY
(3) ☐ STATE EDUCATION AGENCY
(4) ☐ INSTITUTION OF HIGHER EDUCATION

IF YOU ARE EMPLOYED IN AN ELEMENTARY, SECONDARY, OR POSTSECONDARY VOCATIONAL SCHOOL OR LOCAL EDUCATION AGENCY, COMPLETE ITEMS 24 THROUGH 28.

24. LOCATION OF SCHOOL OR SYSTEM - IN A

(1) ☐ CITY OF 250,000 OR MORE POPULATION
(2) ☐ SUBURB OF SUCH A CITY
(3) ☐ CITY OF 50,000 TO 250,000 POPULATION
(4) ☐ SUBURB OF SUCH A CITY
(5) ☐ CITY OR TOWN OF 2,500 TO 50,000 POPULATION
(6) ☐ SUBURB OF SUCH A CITY OR TOWN
(7) ☐ CITY OR TOWN OF LESS THAN 2,500 OR IN A RURAL AREA

25. TYPE OF SCHOOL OR SYSTEM

(1) ☐ PUBLIC (2) ☐ PRIVATE - NON-CHURCH-RELATED (3) ☐ PRIVATE - CHURCH-RELATED

26. TO WHAT GRADE LEVELS DOES YOUR ASSIGNMENT USUALLY RELATE? *(Check only one)* ***(Consider indicated grade levels as only a guide. For example, if your "junior high" program begins in grade 5, check "junior high.")***

(1) ☐ PRESCHOOL, INCLUDING KINDERGARTEN
(2) ☐ KINDERGARTEN THROUGH GRADE 3
(3) ☐ ELEMENTARY *(k-6)*
(4) ☐ JUNIOR HIGH *(7-9)*
(5) ☐ SENIOR HIGH *(10-12)*
(6) ☐ SECONDARY *(7-12)*
(7) ☐ ELEMENTARY AND SECONDARY
(8) ☐ POSTSECONDARY VOCATIONAL
(9) ☐ ADULT EDUCATION
(10) ☐ OTHER *(Specify)* _____

27. APPROXIMATELY WHAT PERCENT *(If any)* OF THE STUDENT BODY WITH WHICH YOUR PRESENT OR MOST RECENT ASSIGNMENT IS CONCERNED COME FROM FAMILIES AT OR BELOW THE POVERTY LINE? ⟶ ____ %

28. APPROXIMATELY WHAT PERCENT OF THE STUDENT BODY *(If any)* REPRESENT EACH OF THE FOLLOWING MINORITY GROUPS?

(1) AMERICAN NEGRO	(2) SPANISH-SURNAMED AMERICAN	(3) AMERICAN INDIAN	(4) ORIENTAL
____ %	____ %	____ %	____ %

IF YOU ARE EMPLOYED IN AN INSTITUTION OF HIGHER EDUCATION, COMPLETE ITEM 29

29. YOUR GENERAL AREA OF SPECIALIZATION

(1) ☐ ARTS OR SCIENCES (2) ☐ EDUCATION (3) ☐ OTHER *(Specify)* _____

EXPECTATION QUESTIONNAIRE

Would you please fill in and mail to Mrs. Vera C. Weisz, Garland Junior College

1. What do you expect from this institute that would be helpful to your relationship with children? _____

2. What do you expect from this institute that would be helpful to your relationship with teachers? _____

3. What do you expect from this institute that would be helpful to your relationship with aides? _____

4. What do you expect from this institute that would be helpful to your relationship with parents? _____

5. What do you expect from this institute that would be helpful to your relationship with administrators? _____

6. What do you expect from this institute that would be helpful to your relationship with larger community? _____

7. What do you expect to find out about children and how they learn?

(Questionnaire continued)

8. In what area do you expect this institute to enhance your professional competence? _____

_____

_____

_____

_____

9. What do you expect to contribute to this institute? _____

_____

_____

_____

_____

10. What knowledge, skill, and attitudes are necessary for an effective teacher-aide relationship? _____

_____

_____

_____

_____

E.P.D.A. STAFF LIST
JUNE, 1969

Vera C. Weisz	-	Project Director
Frances Perkins	-	Assistant Director
Beth Goertz	-	Staff Instructor
Clara Halverson	-	Staff Instructor
Joyce Grant	-	Staff Instructor
Frances Anderson	-	Process Observer
Joan Herlihy	-	Project Assistant
Pauline Bakon	-	Administrative Secretary

CONSULTANT LIST

1. Miss Marjorie Maynard
2. Miss Mary San Martino
3. Miss Janet Hirsh
4. Dr. John Savage
5. Mrs. Barbara King
6. Mr. Victor Sanborn
7. Mrs. Lucille Friberg
8. Mrs. Edith Myerson
9. Dr. Dick Larson
10. Mrs. Elaine Reisman
11. Miss Marge Buell
12. Dr. Hella Moller

PEOPLE, PROCESS, AND PROMISE:
AN OPERATIONS REPORT OF THE 1969 E.P.D.A. SUMMER TRAINING INSTITUTE FOR EDUCATIONAL PERSONNEL AT CARLAND JUNIOR COLLEGE, BOSTON, MASSACHUSETTS
JUNE 26 TO JULY 28, 1969

AUTHOR: Frances Anderson----Assistant on Special Projects
Instructor on Project Staff

EDITOR: Vera C. Weisz--------Project Director

art of What I Received Is So Intangible and Yet So Meaningful, I Can Hardly Put It Into Words.

--A Participant

TABLE OF CONTENTS

Introduction	1
Overview	2
Sensitivity Training	8
The Innovative Team Project Staff	10
The Participants	11
The Consultants	13
Recommendations	16

INTRODUCTION

The report which follows is a history of a four-week two,days' summer training institute for the purpose of training trainers who in turn train teachers and auxiliary personnei (referred to as teacher aides) to work as a team. The institute was made up of 68 participants some of whom were administrators, supervisors, teachers, and aides. The institute was located at Garland Junior College, Boston, Massachusetts.

The program was conceived and directed by an administrator, and was implemented by the administrator and five staff members.

The intent of this paper is description; it will include the major institute objectives and the basic operational model. The final portion of the report will address itself to recommendations and follow-up.

This history does not discuss those factors which will be included in the evaluative report under preparation by ABT Associates, Boston, Massachusetts. The principal purpose of the ABT report will be an analysis of the Recommendation and Expectations Questionnaires that were distributed to all participants.

The content of this paper is more subjective in nature. It relies heavily on observation and the self report of feelings by participants, consultants and staff. In addition, some mention should be made of a film of the institute which may be used for training purposes.

Appended to this is a copy of the "Handbook for Utilization of Auxiliary Personnel for Administrators, Teachers and Auxiliary Personnel in Schools and Child Care Centers."

The next section provides an overview of the summer program in terms of its goals, basic operational model and evaluative procedures.

OVERVIEW

Goals

The institute was designed to meet the needs of personnel who are or will be working in some capacity with auxiliary personnel.

Auxiliary personnel, or teacher aides, serve in many capacities as a complement to the teacher; thus the concept of team, as with a teacher and an aide, was the major focus of the institute. The concept of the ful utilization of auxiliary personnel, although working effectively in many sections of the country is being more widely accepted in other parts of the country. Consequently, the need for introducing methods for the more effective use of auxiliaries, and the need for a team approach in this utilization provided the underpinning for this institute.

The institute had as its goal a desire to affect the skill, knowledge and attitudes of the participants by individualizing relationships between administrators, teachers, auxiliaries, child and parent.

The institute sought to introduce and nurture the following attitudes in its participants:

1. A respect for children's autonomy.

2. A respect for one's own judgment in responding to what the children are saying.

3. Determining the appropriateness of program goals in schools in relation to nurturing children's development.

4. Perception of oneself as a successful innovator.

5. Perception of oneself as an agent of change.

6. Confidence in oneself as an effective human being in school and community.

The project staff team felt that there were specific areas in which it wished to function that would more effectively bring about the kinds of desired changes in the participants. They felt that participants not only needed training, books, equipment, and resources, but more importantly an expanded vision about the environment in which learning takes place. Consequently, they addressed themselves to projecting the creation of proper environments for learning. This is referred to as the attitude of adult-child interaction. With this in mind, broad categories were more specifically delineated. Thus in the area of interpersonal relations, communication skills would be encouraged and climates that improved communication skills would be created within the institute. Hopefully, a commitment to community would be fostered and would become a part of the awareness of the participants.

The affective quality of interpersonal relationships would be introduced and designated as a value to those who would be working with children.

The area of children as learners was perhaps the major focus to effect change in the participants. Certain kinds of notions were to be introduced for the awareness of the participants. It was felt essential that children be recognized as individuals. This recognition leads to an appreciation of the individual uniqueness and capabilities of the child. Consequently, we can begin to recognize children as selectors and appreciators and organizers of their own learning. When these kinds of attitudes are developed about children, we can begin to think in terms of creating those environments that will effectively provide a climate for the optimal development of the individual child.

When we provide those climates that promise a genuine acceptance of the child as an individual, perhaps it is at this point that learning begins and is reinforced. The thought is sometimes overlooked that before adults influence what children learn in school, they need to be sensitized to their own learning experiences.

The participants involved in this institute have been accustomed to a traditional method of education which provides little or no sharing or collaboration with others and a reliance on old methods of instruction. Direction and supervision has usually been in a traditional manner. Those involved with children, auxiliaries, teachers, supervisors, administrators, have worked along many times not mindful of the needs of the children or of each other. This institute hoped to break some of these patterns by encouraging the participants to become actively involved and excited about things that seem to work with children and ever mindful of the child as an individual and the child as the major focus of activities. The institute continually reinforced the notion of encouraging auxiliaries, teachers, supervisors, and administrators to look at children in new ways, recognizing and respecting individual differences and using these differences to teach in a more creative style. This would entail building on the strengths of the individual child.

In order to effect change in the area of professional competence the institute sought to introduce the concept of "enjoyment of professional role." It was felt that the professional would be more effective in his relationships with the children if he enjoyed his role.

The role of the auxiliary was one of the main thrusts of the institute and was dealt with at great length. In order to bring about a greater appreciation on the part of administrators, teachers and auxiliaries of the very vital role that is played by the auxiliaries in the classroom, the auxiliaries were encouraged to develop professional attitudes toward their roles. Others who worked with auxiliaries within the framework of a team approach were encouraged to recognize the auxiliary as a professional. Thus, the notion that the auxiliary in the classroom is only there to perform menial tasks was discouraged. The notion of diversified roles was encouraged for more effective utilization of auxiliaries in the classroom. With greater role differentiation and recognition for the positive inputs of the auxiliary, a climate for involvement is created and an enjoyment of a professional role is likely.

It was recognized that professional competence can be observed in one's ability to plan and institute learning experiences. Thus provisions were made for the participants to plan and institute the learning experiences that they felt were relevant. Questions were introduced that would elicit some ways of achieving change in children. In addition, the staff attempted to sharpen the participants' abilities in evaluating the appropriateness of the program in fostering professional competence.

In the area of personal growth, the institute sought to enhance the self-confidence of the participants and also provide them with a greater self-esteem. In order to aid personal growth in these two categories, it was felt that a better self image was absolutely essential. Thus, those environments that foster improvement of self image were created. Consequently, the participant with his new strength felt that he was a change agent and could effect change within his institution.

The participants were daily involved in the conduct of the institute. Their ideas and their plans were incorporated in the overall activities of the institute, on a day-to-day basis. Thus, they could immediately see themselves in the environment of the institute as change agents.

One of the major areas that has required change of relationships is that of school and community. Close relationships have been encouraged between school and community because of the positive values that accrue from their joint efforts. Consequently, this institute encouraged the concern and the participation of school personnel in community activities.

One of the most important elements in the model developed this summer was the creation of a spirit of equality between the staff and the participants and between participants and participants. This spirit enabled the staff and participants to progress much more rapidly with the content of the program in the limited time available, and constantly provide relevant situations.

Because the effort to introduce the participants to a wide variety of materials, techniques, educational ideas and innovations, over a four-week period, was an ambitious one, the necessity for the participants to work closely with the staff and with each other was crucial to the success of the institute. For these reasons, sensitivity training sessions were provided when needed. It was felt that learning is more effective when it is introduced at the time it is most relevant.

Operational Model

The model for this institute was a complex one with many components that fed into and supplemented one another. A primary theme of relevancy was the overall rationale for the model. Units were formed around the concerns and interests of the participants, largely on a day-to-day basis. These concerns and interests were derived from the participants' Expectation Questionnaires and large group discussions. Small groups were then formed around common interests and concerns. These small groups remained together until a suitable resolution had been reached to a problem presented

or until sufficient information had been obtained regarding a concern or a special interest. Following small group activities, information in the form of feedback was then submitted to the large group. Thus all groups shared the activities of the other groups.

The two days prior to the first two weeks of the institute were spent in orientation and planning sessions with teachers and aides and staff. These teacher and aide consultants contributed important problems and concerns from their practical experience which formed a major portion of the content for the next four weeks.

The first two weeks of the institute found the participants all in the category of trainers. These two weeks were used for preparing the trainers to work with the teachers and auxiliaries who would join the institute for the final two weeks. When they formed small groups, each small group was required to have a leader and recorder for future feedback.

The first two weeks of the institute were spent in introducing this group of trainer participants to certain content. From this they selected material to introduce to the teachers and aides the last two weeks of the institute. This group experience provided participants with an opportunity to understand the nature of group dynamics, see and experience the range of leadership roles, develop an awareness and acceptance of oneself and others, and discover how one's own behavior affects and is perceived by others. There were large and small group sensitivity sessions, selected film offerings, compilation of a handbook by the participants and staff, trips were taken that could possibly be repeated for the teachers and aides, thus experimentation with new behaviors became possible.

Objectives

1. Develop an increased awareness on the part of institute participants of their own perception of themselves, other people's perception of them and their effect on other people.

2. Develop an increased awareness on the part of institute participants of their feelings and attitude toward the students with whom they work.

3. Develop an understanding of the effects of teacher, administrator, auxiliary attitudes and feelings on the classroom situation.

4. Develop an understanding of and appreciation for the potential input of auxiliary personnel in the schools.

5. Develop an increased awareness of the possibilities of full utilization of auxiliary personnel in schools.

6. Develop an understanding of and a facility with some of the following:

   a. Language Arts
   b. Music
   c. Art
   d. Reading
   e. Resources Available to School Personnel

7. Develop an ability to recognize and differentiate between teaching styles.

8. Develop an ability to effectively use school space and classrooms.

9. Develop an appreciation and understanding of administrative procedures.

10. Develop the respect for team cooperation (Particularly teacher and auxiliary working as teams).

11. Develop an understanding for appropriate learning methods, and an appreciation of the fact that children as individuals do not all learn the same way under the same conditions.

12. Improve the participants' ability to recognize specific student problems which might hamper the learner in the classroom.

13. Improve the participants' ability to make meaningful evaluations.

14. Improve the observation skills of the participants.

15. Improve the recording skills of the participants.

16. Encourage and create the climate for the participants' selecting those activities that are most relevant to them.

17. Develop a facility for working with audio-visual equipment.

Objectives for Administrator, Teacher, Auxiliary, Community Behavior

1. Recognize the fact that auxiliary personnel represent an essential liaison between home, school and community. Thus their contribution has great potential.

2. Encourage the establishment of as many categories as possible in areas where auxiliary personnel can be effectively utilized.

3. Increase the emphasis on full innovative utilization of auxiliary personnel in classrooms responsibilities.

4. Encourage team approach with teacher and auxiliary planning and implementing the total academic program.

5. Recruit auxiliary personnel through agencies and all means available for recruitment.

6. Establish guidelines for the hiring of auxiliaries.

7. Determine the employment practices for conditions of employment, some of which may be:

    a. Auxiliaries hired on an annual basis with fringe benefits.
    b. Periodic evaluation of auxiliary, providing release time for staff conferences, and release time for education and developmental experiences.

8. Conduct orientation programs for auxiliaries that would include auxiliaries, administrators, teachers, and other personnel who might add positive input to an orientation program. Include in this program philosophy of education, school administrative procedures and policies, development of the concept of a team approach, discuss role and function of auxiliaries, set the tone for free and open communication, introduce the school curriculum, and describe the community resources.

9. Provide relevant in-service training.

10. Establish a career ladder.

11. Involve more colleges, universities and state departments in the planning for auxiliary personnel in schools and the utilization of their vital human resources.

12. Provide for a continuing professional development of auxiliary personnel.

13. Institutionalize auxiliary personnel in all educative situations.

SENSITIVITY TRAINING

In order to develop sensitivity to the value of auxiliaries, the following questions were explored:

1. Why are there auxiliaries in the schools in the first place?
2. What is and what should be the role of auxiliaries?
3. What are some of the mechanical obstacles?
4. How can auxiliaries be given a greater feeling of self-esteem?
5. How can auxiliaries contribute to making the lives of children more productive?
6. How can auxiliaries be utilized more effectively?
7. In what areas are auxiliaries already being utilized effectively?
8. How can auxiliaries be academically prepared?
9. Should education systems be changed to become more relevant and how can the use of auxiliaries facilitate this relevancy?
10. How can institutions of higher learning be made aware of the role they shou' play in the meaningful preparation of auxiliaries?
11. Will school systems use auxiliaries to save money on teacher salaries?
12. How can teachers be made to recognize auxiliaries as a complement rather than a threat?
13. Of what intrinsic value is the matching of auxiliaries with teachers?
14. What meaningful environment can be created for auxiliaries to ensure continued interest in the position, comparable remuneration, and continued professional growth and opportunity?
15. What are some of the kinds of behaviors desirable in the teacher, auxiliary, administrator, and the teacher-auxiliary team?
16. How can individual differences be viewed and reacted to in a positive manner?
17. Does racism affect children in a learning situation?
18. Do we have honest relationships?

Essential to smooth functioning of the institute was the concept of team, a notion of group acceptance, and sharing of responsibility when the teachers and auxiliaries arrived for the final two weeks of the institute.

There was one session set aside as "Sensitivity Training!" This particular session did not set a pattern for the institute's sensitivity training component. Rather, a sensitivity training session was conducted when it was felt needed. At any time during the institute that the need for sensitivity training was deemed necessary, the administrator adroitly allowed the activity to focus on that area. This, too, was the pattern of the staff on occasions when a staff member would act as group leader.

It was hoped that the following would be outcomes of the sensitivity training:

1. The participants would become aware of group dynamics and be able to diagnose operational difficulties.

2. The participants would enjoy greater self awareness of their own behavior and the impact and implication of their behavior for and upon the group.

3. The lines of communication would be opened between participants, and between the staff and participants.

4. Basic changes might take place in the participants that would make them more responsive to their needs and the needs of others.

Most of the participants were willing to examine and confront one another with some of their feelings and to work them through before they became impassable barriers.

THE INNOVATIVE TEAM--PROJECT STAFF

For the project staff, the summer institute provided a testing ground for a new level of their own development. The growth of the team can be seen in its unspoken acceptance of the fact that staff meetings were necessary at least twice daily in order for the institute to maintain the high momentum that was set at the outset of the program and kept increasing.

The team realized that a relevant institute required immediate evaluation of feedback, determining the meaning and value of the feedback, and deciding how to effectively use it.

The team was very cohesive and gave complete support to the administrator. An institute of this type could not absorb dissension among its members because of the rapid pace of the institute and because of the depth of issues. The team was supportive of each other and was able to reconcile those points of view that may have caused difficulty.

The team leader was considered a good administrator, thus she was held in great esteem by the team. Conflict that may have developed was avoided because of the high "espirit de corps."

The staff was particularly rewarded when many goals of the preplanning sessions began to be evidenced in the institute, and also when the trainers planned to use the same process with the teachers and auxiliaries as had been used with them the previous two weeks. This pattern of group interaction was retained.

THE PARTICIPANTS

The participants were a group of 68 administrators, teachers, and auxiliaries for which the four-week two-day summer institute was a beginning. The impact of this learning experience will require some time to measure. A follow-up session is planned for the institute this spring.

A questionnaire was filled out by the participants at the end of the institute, which is being evaluated by ABT Associates.

Notation of General Responses of Participants

"I will attend the follow-up reunion if I have to pay my own fare."

"I came here and made more friends in two weeks than I have over a long period of time."

"I feel a change in myself."

"This institute should be called the Institute for Group Growth and Development."

"I have noted a great change in me. I am more tolerant of criticism."

"I discovered there are new techniques I can use at home as well as at school."

"I sometimes give wrong responses. The book "36 Children" has led me to see that there are different ways of working with children."

"When I first came here I was disoriented because of the lack of structure, but I realized I had to do it myself. I became involved in my own learning; it took a week to realize I was doing it myself."

"We liked it all in varying degrees."

"Self-analysis is painful."

"Miss _____ should be a teacher; I wanted to take her home with me."

"In order to ensure continuity, some of this group should return to next year's institute."

"I see I can use things in arts and crafts made from junk materials."

"So much happens here so fast we need more time. The only way we can do it next time, and get what we want out of it, is to make the program longer."

"The handbook can serve as a guide; it is great to take home."

"The materials were very good."

"Maybe here we have seen new concepts in education."

"One has to have time to evaluate this institute; the full realization comes about with time."

"Involvement in school and elsewhere should be determined by commitment, with an appreciation of the individual's attributes."

"I find myself sitting and writing about things I wish to do when I go back."

"I've come away with a bit more courage and self-esteem."

The feeling of community among the participants and staff was very evident. The response to the institute was overwhelming. The staff was very pleased with the response and shared the feelings of the participants.

The trainers and the staff compiled a handbook entitled, "A Handbook for Utilization of Auxiliary Personnel for Administrators, Teachers and Auxiliary Personnel in Schools and Child Care Centers." Garland Junior College gave 4 credits to trainers and 2 credits to auxiliaries for this institute. A copy of the transcript is appended.

THE CONSULTANTS

Collectively, the consultants to the program did not take too much of the institute time and made a very positive input to its effectiveness.

This innovative type of institute that uses current experiences to plan the following day's activities can present many problems and sometimes mistakes will be made. In the future the team will probably provide more time for the full evaluation of each consultant's input.

The consultants met the needs of the institute and were in complete harmony with the overall rationale of the institute.

The language arts consultant introduced the logical order of the development of communication skills which is listening, speaking, reading and writing. Language is personal and is highly individual. He further suggests listening and reading are the impressive language arts and serve to get information in. Speaking and writing are expressive and serve to get information out. The consultant suggests:

1. Language is a pervasive subject and is part of the entire day of a child.
2. School systems tend to take out part of the language experience and deal with it separately.
3. Perhaps we should teach and recognize two languages, one a standard language and the other a non-standard language.
4. Language should be seen in relationship to its use and value.
5. Dialects are a fully acceptable way of speaking in certain situations.
6. Language is changing and controversial.
7. A child enters school with a vocabulary of many words. The school should take the child where he is and utilize his speaking vocabulary to enhance his reading and writing vocabulary.
8. Teachers tend to turn children off by insisting that they use a certain pattern of language.
9. The cone of experience should be utilized in language development in children beginning at the level of the use of direct experience, then indirect experiences. Experience grows from the concrete to the abstract.
10. It is a good idea to use the names of children often in beginning.

An example of language exception was given; the participants were asked if the underlined words are adjectives.

The interesting table.
The rotting table.
The dining table.

The example was used to point out an exception in grammar.

The consultant on curriculum was very well received and provided some cogent insights to schools as traditional fixed kinds of institutions, with certain concepts and ways of dealing with and thinking about children.

This consultant suggested many notions some of which are listed here:

1. The school classifies time and space which may be referred to as "Institutional space."

2. There is a culture-oriented value "to be right", thus an atypical child will have problems. It is this "to be right" centered culture that orients children to the fear of making a mistake.

3. Mind sets and expectations of the adult affect the child's functioning (the self-fulfilling prophecy).

4. The report card may be referred to as the "intellectual expectations card."

5. We should consider changing values of the school to values of self reliance, reality orientation, emotionality, and non-verbal communication.

6. The unsophisticated child comes with less institutional savvy and does not know how to "play the game."

7. Goals of children may be placed in 4 categories: attention-getting motive, power, revenge, and inadequacy. Within each category there may be a constructive or destructive component.

8. Group cohesion fosters a climate for helping the individual child.

9. When responsibility is shifted to children, they have the opportunity to discover their resources.

10. Encouragement should be a basic part of a teacher's behavior, especially as an approach to dealing with a child who needs special help.

The consultant on federal projects and proposals provided some very practical and timely information. As some of the participants would be submitting proposals for their own institutions, this consultant provided a much needed input.

The participants were provided with information on:

1. The role of the junior college in training auxiliary personnel, and how it can provide relevant educational experiences that will mesh with the career ladder concept.

2. The sources of funds and information are state and federal.

New York State Guidelines:
Alvin Lierheimer
Division State Educational Department
900 North Street
Albany, New York

Federal Information:
John Chaffee
Room 2132 ROB Building
7th and D Streets, S.W.
Washington, D. C.

RECOMMENDATIONS

The following recommendations are the result of large and small group sessions of the institute participants:

1. The institute should be lengthened.
2. Small groups should convene more often.
3. More workshops. Some workshops should meet for a full day.
4. More time should be structured to react to an activity.
5. At some time during the institute all participants should live in the dormitory.
6. The native Bostonians should provide occasions for more social activities for the out-of-town participants.
7. More visits to the inner city should be made.
8. More time for "doing your own thing" should be provided.
9. Reaction sessions after each speaker should be scheduled.
10. There is need for an additional project assistant.
11. The return of some of the same group is desirable.
12. Show fewer films and select them more carefully.
13. More participants from Boston School System should be recruited.
14. More discussion on secondary level is desirable.
15. More men should be included in the institute.
16. Sessions should have been videotaped.
17. Recruit a staff member experienced in secondary education.
18. Use same color name tags.
19. Spend more time at Education Development Center.

This data should provide valuable supplementary information to the ABT Associates report. The data in this report is a valuable supplement to the outside evaluator's report, ABT Associates' report. This description details all of the facets of the 1969 E.P.D.A. Summer Institute at Garland Junior College--a model program.

It is difficult to capture in words the exciting flavor, intensity and impact of this four-week two-day institute. As one participant put it, "Part of what I've experienced is so intangible and meaningful I can hardly put it into words." The innovative team understands this and agrees with the participants.

BOOKLIST

1. In Search of Teaching Style
   Abraham Shumsky
   (Appleton-Century-Crofts)

2. Aide to Teachers and Children
   Sylvia Sunderlin and Brooke Willis
   (Assiciation for Childhood Education Intn'l)

3. 36 Children
   Herbert Kohl
   (The New American Library)

4. Seminar Selections of the Disadvantaged Child
   Elizabeth Brady
   (N.D.E.A. Institute - Selected Academic Readings)

5. Bank Street Books:
   Discussion Guide: For Film "Team for Learning"
   Discussion Guide: For Film Strip "I am a Teacher Aide"
   An Annotated Bibliography on Auxiliary Personnel in Education
   Directory of Institutions of Higher Learning Offering Training Programs for Auxiliary Personnel in Education
   Training for New Careers and Roles in the American School

6. New Faces in the Classroom
   Vera C. Weisz
   (Communication Service Corporation
   1333 Connecticut Avenue, N.W.
   Washington, D.C. 20036)

7. Assorted Materials on Childhood Education and Teacher Aides

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FILM LIST
E.P.D.A. INSTITUTE

1969	TITLE
Wednesday, July 2) or Thursday, July 3)	A COLLEGE FOR HUMAN SERVICES
Tuesday, July 15) or Tuesday, July 22)	TALKING TOGETHER (Head Start)
Thursday July 10) or Tuesday, July 22)	BALLOONS and MASK (Dr. Garfunkle)
Tuesday, July 15) or Tuesday, July 22)	Kindergarten Child (Mass. Dept. of Ed.)
Tuesday, July 15) or Tuesday, July 22)	THE TEACHERS (Audio Visual Serv. Dept.-Cali)
Wednesday, July 2)	Bank Street College "training package" TEAMS FOR LEARNING (16 mm. film) I AM A TEACHER AIDE (film strip) The Two Film Clips
Wednesday, July 2)	TEACHER'S AIDES--A NEW OPPORTUNITY

HANDBOOK ON UTILIZATION OF AUXILIARY PERSONNEL

FOR ADMINISTRATORS, TEACHERS, & AUXILIARY PERSONNEL

IN SCHOOLS, CHILD CARE CENTERS

Table of Contents

Preface

Introduction

General Philosophy of Education

Roles of Auxiliary Personnel

Personnel Practices

Orientation

In Service Training

Recommendations

Institute Staff

Institute Members

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PREFACE

The Staff and members of this Institute were carefully selected on the basis of leadership ability or potential, and a commitment to ongoing work with Auxiliary Personnel, sometimes referred to as Teacher Aides, Teacher Assistants or Semi-Professionals. In addition, preference was given to those persons, possessing a diversity of talents and representing a wide variety of ethnic, cultural and regional backgrounds, who are or will be working in poor urban and rural communities.

This handbook was written by the Staff and Trainers of the Garland Institute. This E.P.D.A. Institute of 1969 was funded by the Office of Education, Washington, D.C.

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INTRODUCTION

With growing awareness of the importance of the individual child and his needs, it has been our desire to help create those conditions under which the child can develop and grow to his fullest potential, through self-discovery and exploration in a variety of settings, the child may realize his skills and abilities and thus have the opportunity to use them. Thus the use of Auxiliary Personnel has created greater opportunity for maximum learning. In line with this thinking, a group of experienced administrators, trainers, teachers and aides involved in programs using Auxiliary Personnell in various regions of the United States, were brought together to a training institute at Garland Junior College, Boston, to work together for more effective utilization of auxiliaries, and in the process to contribute from their actual experiences, to a handbook. It is our hope that this handbook will be used as a guide for all persons involved in the use of human resources. In cases where auxiliary personnel have been utilized, a significant contribution to the learning process of children and adults has been observed.

We believe in the worth of all individuals. Since education is an ever-changing process, attuned to the life experiences of man, we feel its focus should be on the full development of intellectual, emotional, and social growth. Our goals call for providing learning climates which will stimulate the development of skills and techniques to insure this growth.

Auxiliary Personnel with their life experiences and varied talents bring to the learning situation an added dimension which enhances the interaction and effectiveness of the entire group.

The utilization of administrators, teachers and auxiliary personnel in a cooperative effort represents not only a valuable investment in human resources, but also a needed component for promoting quality education, and a viable model for positive human relationships.

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Duties of Auxiliary Personnel

Auxiliary persons represent an essential liaison between home, school, and community. They should become aware of the individual differences and needs of people involved in a continuing educational process. They should be flexible in their roles and have the ability to work creatively in the learning process.

CATEGORIES: These are some of the areas in which auxiliary personnel can be utilized. We realize that there may be a combination of duties involved depending on the situation.

I. Non-Teaching Duties:

A. Monitors

Hall
Playground
Recess
Study Hall
Test
Lunch Room
Safety
Athletic Games
Field Trips
School Bus
Classroom

B. Curriculum Assistants

Laboratory
Audio-Visual
Physical Education
Science Lab.
Theme Reader and Test Grader
TV Staff & Technician
Home Visitor
Library
Clerical
Shops (Industrial & Vocational Arts)
Music
Art

II. Teaching Duties:

Lesson Planning
Tutoring

Numerical Facility
Trips--Curriculum Correlating
Story-Telling
Reading
Writing
Arithmetic
Language Arts
Social Studies
Science
Fine Arts

Auxiliary Personnel will assist teachers in planning implementing

the total academic program.

A. Recruitment of Auxiliaries:

- Use of all community agencies and resources to spread information about job opportunities
- Use of state employment agencies
- Use of all means of mass communication: newspapers, television, radio and local publications
- Use of auxiliaries, teachers and administrators in panel discussions on television, radio, and in meetings of community groups
- Use of training films to recruit candidates
- Use of an attractive brochure to advertise career opportunities and job descriptions of auxiliaries

B. Hiring of Auxiliaries: Guidlines for Qualifications

- Likes children
- Perceptive in human relations
- Ability to relate to and communicate with children, staff and adults
- Good health: physical and emotional stamina
- Capability for growth and development on the job
- Acceptability to the community
- Flexibility
- Leadership ability
- Dedication and committment to quality education

C. Hiring Procedures:

- Initial interview to set stage: explanation of conditions of employment and job description
- Observation and trial practice of candidates participation in classrooms at different grade levels prior to hiring
- Evaluative conference for candidate and hiring personnel
- Staff, including auxiliaries and administrative conference on candidate
- Oral interview by a panel, (personnel director, school principal, teacher, auxiliary and community representative) to assess attitudes, feelings, interests and goals of applicant
- Distribution of handbook

D. Employment Practices:

- Auxiliaries be hired on an annual contract basis with fringe benefits and a pro-rated salary based on current teachers salary of
- Periodic evaluation of auxiliary by team (administrator, teacher, and auxiliary)
- Release time for planning & staff conferences
- Release time for education and developmental experiences

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Orientation

An orientation program for administrators, teachers, and auxiliaries should be held well in advance of the fall opening of school, preferably in the spring or summer.

Orientation should include the following areas:

Philosophy of Education

School-Administrative Procedures and Policies

Development of the Team Approach

Discussion of Roles and Functions of Auxiliaries and Teachers as a Team

Setting the Tone for Free and Open Communication and Continuing Evaluation

Introduction to Curriculum

Description of Community Resources

IN-SERVICE TRAINING

Frequent staff meetings, (for teachers and auxiliaries together, and/or teachers and auxiliaries separately) should be held to facilitate open communication--this communication will feed into the in-service program by suggesting areas that need to be explored.

In-Service Training Should include:

Child Development and Psychology

Methods and Curriculum Development

School and Community Resources

Communication and Leadership Skills

Community-Home School Relations

Further Educational Opportunities available for Auxiliary Personnel

It is essential that everyone working with children have some knowledge of the patterns of growth, development and behavior of the child; therefore, we feel that it is very pertinent they obtain adequate, specific knowledge in child development. This knowledge will enable those persons working with children to be more insightful and more supportive of optimal development. Since this knowledge is so essential, it is suggested that some of the ways following are to impart knowledge:

. Teachers or supervisors may share from their knowledge of child development and personal experience in the field of education

Relevant Source Books

- Observation and evaluation of children's activities in any setting
- Audio-Visual Materials
- Case Histories of Individual Children
- Appropriate Courses in Other Institutions
- Video Tapes and Micro-Teaching

Each locality should develop meaningful training and developmental programs based not on the traditionalized educational theories but, on those specifics that the auxiliary and her employer think will be useful to her. These may include counseling, (group or individual) communication skills, study skills and remedial training in areas where needed.

If the auxiliary decides she wants to further her educational advancement, then the local community should cooperate with the college, universities, state department of education and community action programs in the particular area to develop the programs that are necessary for this advancement, and provide guidance in this area.

More colleges, universities and state departments of education should be encouraged to consider the life experiences of the individual in setting guidelines for professional advancement of auxiliaries. Stipends for academic experiences and academic credit for on-the-job experience should be offered for all educational personnel.

RECOMMENDATIONS

This Institute recommends that the following steps be taken to institutionalize auxiliary personnel throughout the nation.

- Communities that plan to utilize auxiliary personnel creatively in their schools form advisory committees composed of wide segments of the local community as well as the educational community
- *Auxiliaries join national or local paraprofessional organizations in order to become more unified and to dialogue with each other
- Teachers who wish to use auxiliary personnel in their classroom, include this request in their negotiations for collective bargaining
- Money be designated for clearing houses to pool resources to further information re programs, career opportunities and educational opportunities.
- Lines of communication be strengthened in each state to build a network to benefit all individuals to eliminate wasteful duplication of

National Institute for New Careers University Research Corporation, 4301 Connecticut Avenue, N.W., Washington, D. C. 20015

National Commission on Teacher Education and Professional Standards, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20036

money and programs

- That career ladders be established in local communities to fit the needs of their population institutions and agencies
- Aides can be any individual who demonstrates an interest in all children today and a desire to work with children in order to change society so that mankind will fully benefit from both its physical and human resources.

Vera C. Weisz - Project Director

Frances Perkins - Assistant Director

Beth Goertz - Staff Instructor

Claire Halverson - Staff Instructor

Joyce Grant - Staff Instructor

Frances Anderson - Process Observer

Joan Herlihy - Project Assistant

Pauline Bakon - Admin. Secretary

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Miss Jennie Andrews	Taylor University	Indiana
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Mrs. Vilma Childs	Bard School	Michigan
Mr. Bartholomew Ciampa	Nasson College	Maine
Mrs. Alice Crichlow	Northeastern University	Massachusetts
Mr. George Curtin	Haverhill School Department	Massachusetts
Miss Clotelle Harris	Head Start (Get Set)	Philadelphia
Mrs. Barbara Haseltine	Clarke School	Massachusetts
Miss Alice Herrmann	Associated Day Care Services of Metropolitan Boston	Massachusetts
Mr. Elliott Hurvitz	Veterans' Memorial School	Massachusetts
Sr. Frances Josephine	Lady Cliff College	New York
Mrs. Marie McCain	New Careers (ABCD)	Massachusetts
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Miss Georgia McCutcheon	Highland Park Parent-Child Center	Massachusetts
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Mrs. Leona Williams	National Congress of PTA	Massachusetts
Miss Phyllis Williams	Get Set	Philadelphia

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Mrs. Joan Costello	Moody School--Haverhill	Massachusetts
Mrs. Theresa Crowley	St. Lukes School	Massachusetts
Mrs. Jessie Davis	Toepfert Center	Massachusetts
Mrs. Thelma Dixon	Martin Luther King Middle School	Massachusetts
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Sr. Marcella Fournier	Assumption School	Massachusetts
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Mrs. Darlind Freas	Head Start Morgan School	Massachusetts
Miss Vicki Goodman	Dorchester High Annex	Massachusetts
Mrs. Joan C. Grace	St. John's School	Massachusetts
Miss Sandra H. Graham	Head Start Morgan School	Massachusetts
Miss Jewel Hardmon	Dorchester High Annex-Subsystem High School	Massachusetts
Miss Dorothy Hawkins	Cambridge	Massachusetts
Mrs. Sandra Hines	Head Start	Massachusetts
Mrs. Laura Jackson	Head Start--Falmouth	Massachusetts
Mrs. Marjorie Jennings	St. Johns'	Massachusetts
Mrs. Carol Kenney	Clayton E. Campbell School	Massachusetts
Mrs. Elizabeth Lavender	Head Start (Get Set)	Pennsylvania
Mrs. Leeba Manes	First Unitarian Society-Newton Head Start	Massachusetts
Mrs. Shirley Nardirosian	Head Start-Western Met. Boston Reg. Opportunity Council	Massachusetts

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Mrs. Shirley Miller	Head Start - Holyoke	Massachusetts
Mrs. Carrie Mitchell	Martin Luther King School	Massachusetts
Mrs. Geraldine Nickerson	Head Start - Child Development Center	Massachusetts
Mrs. Janet O'Connor	St. Patricks School	Massachusetts
Mrs. Noreen O'Shea	Assumption School	Massachusetts
Mrs. Elsie Osborne	Head Start - Child Development Central School	Massachusetts
Mrs. Norma Pelczarski	Belcher School	Massachusetts
Mrs. Joyce Pulley	Playroom 81, Inc.	Massachusetts
Miss Rosemary Ralph	Store Front Learning Center	Massachusetts
Mrs. Sally Roberge	Framingham Regional Head Start	Massachusetts
Mrs. Margaret Ryans	Highland Park Parent-Child Center	Massachusetts
Mrs. Rozena Smith	Highland Park Parent-Child Center	Massachusetts
Mrs. Joan Spear	Scituate High School	Massachusetts
Mrs. Mary Sullivan	Zion Lutheran - Child Development Program	Massachusetts
Mrs. Viola Terhune	C&ROP Head Start	Massachusetts
Mrs. Mary Westbrook	Head Start Morgan School	Massachusetts
Mr. Ralph Wynn	Highland Park Free School	Massachusetts

1. KLH Day Care Center
   Miss Kate Bulls
   Landsdown Street
   Cambridge, Mass.

   Day Care Services sponsored by industry to service children of employees.

2. Orchard Park Day Care Center
   Paula Brown
   908 Albany Street
   Roxbury, Mass. (445-1544)

3. Ed Co
   Dr. Peebles
   Larson Hall
   Harvard Graduate School of Education
   Harvard University
   Appian Way
   Cambridge, Massachusetts (868-7600--Ext. 3513)

   Program sponsoring joint activities for children from city and suburbs.

4. Exodus
   Mrs. Ellen Jackson
   Blue Hill Avenue
   Roxbury, Massachusetts

   Operation to assist parents to facilitate open enrollment within Boston (One of first bussing programs). Tutorial program.

5. Elma Lewis National Center for Afro-American Arts
   Seaver Street and Elm Hill Avenue
   Dorchester, Massachusetts

6. Children's Art Center
   36 Rutland Street
   South End, Boston, Massachusetts (536-9666)

   Community Center for children to be involved in art.

7. American Museum of Negro History
   Mr. Marcus Mitchell
   70 Charles Street
   Boston, Massachusetts (523-6239)

8. Theater Company of Boston
   136 Massachusetts Avenue
   Boston, Massachusetts (426-1722)

   Writers and actors workshop for teenagers and college age people from the community.

9. Area Parents Advisory Committee
Parker Hill, Fenway
104 McGreevy
Roxbury, Massachusetts

Local Neighborhood Center for OEO poverty programs

10. Learning Center
Mrs. Washington
Mrs. Burns
q Mr. Jonathan Kozol
90 W. Brookline Street
South End, Boston, Massachusetts

Program to demonstrate learning in a more flexible environment than the Boston Public Schools.

11. Children's Museum
Burroughs Street
Jamaica Plain, Mass. (522-4800)

Excellent MATCH Boxes which demonstrate use of learning through concrete materials. School-museum programs.

12. Robert Gould Shaw House
612 Blue Hill Avenue
Dorchester, Massachusetts (265-0490, 436-9161)

Neighborhood House making facilities available to community.

13. SNAP
South End Neighborhood Action Program
109 W. Brookline Street
South End, Boston, Mass. (267-7400)

Head Start and tutorial programs

14. Marilyn Carrington
St. Stephen's Church
Shawmut Avenue
South End, Boston, Mass. (262-9070)

Educational Programs for spanish speaking people.

15. Roxbury Multi-Service Center
317 Blue Hill Avenue
Roxbury, Massachusetts (427-4470)

All purpose community center funded by OEO.

16. METCO
    Mrs. Ruth Batson
    Mrs. Betty Johnson
    178 Humboldt Avenue
    Roxbury, Massachusetts (427-1545)

Bussing program for children from city to suburb. Curriculum development.

17. Urban League
    Mrs. Faye Lewis
    Mr. Aaron Martin
    Carol Raye
    100 Warren Street
    Roxbury, Massachusetts (445-9450)

Dealing with Boston Public Schools towards affecting school improvement. Also involved with housing and transportation, etc.

18. Bridge Fund Upward Bound
    Mrs. Alan Clark
    Mrs. Ginny Barcus
    531 Massachusetts Avenue
    Boston, Massachusetts (266-0924)

Upward Bound Remedial program organized by community members to prepare high school age students for furthering their education.

19. Mothers for Adequate Welfare
    48 Rutland Street
    Boston, Massachusetts (267-6431)

20. Family Service Association of Greater Boston
    $34\frac{1}{2}$ Beacon Street
    Boston, Massachusetts (523-6400)

Counseling service for children and their families who are facing difficulty at school.

21. Jamaica Plain Neighborhood House
    276 Amory Street
    Jamaica Plain, Mass. (524-3630)

Summer day camp and after school program for 7 to 12 year olds.

22. Roxbury Neighborhood House
    36 Dearborn Street (Mr. Cartwright)
    Roxbury, Massachusetts (427-5800)

Program for children 3-14 years old.

23. EDC Resource Center
Mr. Jack Alexander, Director
42 Hawthorne Street
Roxbury, Massachusetts (445-9800)

Education Development Center staff works with teachers in selected Boston Public Schools to affect educational change.

24. CCED
Committee for Community Education Developme
Mr. Ophie Franklin
Roxbury Street
Roxbury, Massachusetts (442-2600)

School with strong community involvement to be sponsored by state funds and open in September, 1969, grades k-8.

25. Hilltop Nursery School
Mr. Roosevelt Weaver, Director
NECDEC
344 Blue Hill Avenue
Roxbury, Massachusetts (427-7200)

25. ABCD
Action for Boston Community Development
150 Tremont Street
Boston, Massachusetts (742-5600)

New Careers Program.

26. Unity Bank
Mr. Donald Sneed (445-0300)
416 Warren Street
Roxbury, Massachusetts [redacted]

Black owned and operated bank.

27. United Front
Mr. Church Turner
70 Warren Street
Roxbury, Massachusetts (427-5372)

Amalgamation of local agencies to strengthen black business in the community.

28. Model Cities
Mr. Paul Parks

29. Freedom Foods
Mr. Earl Williams, Director
Columbia Road
Roxbury, Massachusetts

A new chain of food stores in the black community.

30. Summerthing at St. Mark's Parish-Dorchester

Programs for 5 age groups:
Grades 1-3
Grades 4-6
Age 13-High School
Senior Citizens

RECOMMENDATION QUESTIONNAIRE

1. What did you gain from this institute that will be helpful to you in your relationship with children?

2. What did you gain from this institute that will be helpful to you in your relationships with teachers?

3. What did you gain from this institute that will be helpful to you in your relationship with aides?

4. What did you gain from this institute that will be helpful to you in your relationship with parents?

5. What did you gain from this institute that will be helpful to you in your relationship with administrators?

6. What did you gain from this institute that will be helpful to you in your relationship with the larger community?

7. Mention some things you learned about children and how they learn

8. In what areas did this institute enhance your professional competence?

9. What did you contribute to this institute?

10. What knowledge, skills, and attitudes are necessary for an effective teacher-aide relationship?

11. If you could change any <u>one</u> part of the institute, what would you change, and how?

12. If the institute were going to be completely different except for one part, what one part do you think should be kept?

13. If you were asked to help the staff be more effective at the next institute, what would you suggest?

14. Have there been any new insights for you that have been personally rewarding or changes in attitude?

15. In what ways might you work for change as a result of the Institute?

16. What characteristics would you encourage in young children?

GARLAND TRAINING INSTITUTE FOR EDUCATIONAL PERSONNEL

FOLLOW-UP QUESTIONNAIRE (A)

By answering these questions, you will help us evaluate and improve the Garland Training Institute. You may be sure that your answers will be strictly confidential. Please use the backs of these pages if extra space is required.

1. Name: _____

2. Home address: _____

   _____

3. Employed at (name of school): _____

4. School address: _____

   _____

5. Teacher with whom you work: _____

6. Grade level: _____

7. How long have you been an aide? _____

8. How many teachers are there in your school? _____

9. How many aides are there? _____

10. Would you say you talk with other aides very often? _____

11. sometimes? _____

12. almost never? _____

13. Please list the tasks you do on a typical day as an aide.

Time	Activity or Task	If this involves the children, how many
7:00 a.m.		
8:00		
9:00		
10:00		
11:00		
12:00 noon		
1:00 p		
2:00		
3:00		
4:00		
5:00		

IF YOU ARE IN YOUR FIRST YEAR AS AN AIDE, SKIP THE NEXT FIVE (5) QUESTIONS. GO ON TO QUESTION 19. IF YOU HAVE BEEN AN AIDE BEFORE THIS YEAR, ANSWER QUESTIONS 14-18.

14. a) How do you get along with the teacher you work with?

_____better than last year
_____worse than last year
_____no change

b) How do you get along with the parents?

_____better than last year
_____worse than last year
_____no change

c) How do you get along with the children?

_____better than last year
_____worse than last year
_____no change

15. If you marked "better" or "worse" in Question 14, please say in what ways you get along better or worse.

16. How do you get along with other aides?

_____better than last year
_____worse than last year
_____no change

17. If you marked "better" or "worse", please say in what ways you get along better or worse.

18. Under Question 13, you listed your daily activities. How are these different from your daily activities last year?

GO ON TO QUESTION 24.

IF YOU ARE IN YOUR FIRST YEAR AS AN AIDE, PLEASE ANSWER QUESTIONS 19-23. IF YOU HAVE BEEN AN AIDE BEFORE, SKIP THESE QUESTIONS AND GO ON TO QUESTION 24.

19. a) How do you get along with the teacher you work with?

_____We work very easily together.
_____We have only a few problems.
_____We have many problems working with each other.

b) How do you get along with the parents you work with?

_____We work very easily together.
_____We have only a few problems.
_____We have many problems working with each other.

c) How do you get along with the children you work with?

_____We work very easily together.
_____We have only a few problems.
_____We have many problems working with each other.

20. If you have any problems getting along with the teacher you work with, please write about the most important one.

21. How often do you have serious, useful discussions with the teacher?

_____very often; daily
_____about once a week
_____almost never

22. What is the difference, if any, between the way the children act toward you and the way they act toward the teacher?

23. Under Question 13 you listed your daily activities. Is this the way you expected to spend you time this year?

_____Yes
_____No -- If "No", how did you expect your daily activities to be different from what they are?

GO ON TO QUESTION 24.

24. Before school started in September, what did you expect to be the biggest problem you would face as an aide?

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25. Did you find that it was, in fact, the biggest problem?

_____Yes -- What have you been able to do about it?
_____No -- What has been the biggest problem, and what have you been able to do about it?

26. At the end of the summer, what did you feel was the most important thing you gained from the Garland Institute?

27. Has that been helpful to you in your work this year? If so, how?

28. As you think about doing your job day by day, what would have been more helpful to learn at the Institute?

29. Are you part of any in-service training this year? If so, please describe it.

30. What do you expect to be doing next year?

Thank you for taking the time to answer these questions.

Garland Junior College
1969 E.P.D.A. Summer Institute Reunion
April 2 - 4

PROGRAM

Thursday, April 2	4:00 p.m. - 6:00 p.m.	Coffee, 411 Commonwealth, Student Lounge
	6:00 p.m. - 8:00 p.m.	Dinner
	8:00 p.m. - 10:00 p.m.	Film preview and discussion 451 Marlborough Street
Friday, April 3	9:00 a.m. - 10:00 a.m.	451 Marlborough Street Welcome, Mrs. Vera C. Weisz Interim Report, Fran Anderson Follow-up Report, Woody Wickham
	10:00 a.m. - 11:30 a.m.	Panel of teacher aides and leaders from the local communities Barbara Jackson, Trotter School, Boston Dr. John Staples, Superintendent of Schools, Scituate Dr. Robert Watson, Massachusetts Department of Education Vera C. Weisz, Moderator Garland Junior College
	11:30 a.m. - 12:00 noon	Plan for afternoon small group discussions
	12:00 noon - 1:30 p.m.	Lunch
	1:30 p.m. - 3:00 p.m.	Small group talk sessions
	3:00 p.m. - 4:00 p.m.	General Feedback session 451 Marlborough Street
	6:30 p.m. - 7:30 p.m.	Cocktail hour - Somerset Hotel
	7:30 p.m. -	Dinner at Somerset Hotel (Garland is paying)
Saturday, April 4	9:00 a.m. - 9:30 a.m.	451 Marlborough Street, Coffee
	9:30 a.m. - 12:00 noon	Colloquium George Curtin, Haverhill Public Schools Anna Bean, Chicopee Public Schools Dept. Phyllis Williams, Philadelphia Public School Thelma Dixon, Martin Luther King Middle School
	12:00 noon -	Lunch - Do your "own thing" - Boston and Vicinity

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INTERIM REPORT
ON
GARLAND JUNIOR COLLEGE
TRAINING INSTITUTE FOR
EDUCATIONAL PERSONNEL

8 August 1969

Submitted to:

Mrs. Vera C. Weisz, Director
Garland Training Institute for Education Personnel

TABLE OF CONTENTS

		Page
I.	Overview	1
II.	Evaluation Methodology	3
III.	Institute Objectives	7
IV.	Staff	9
V.	The First Two Weeks: Trainers	14
VI.	The Second Two Weeks: Trainers, Teachers, and Aides	18
VII.	Summary and Recommendations	21

I OVERVIEW

For four and one half weeks in June and July, 1969, Garland Junior College operated the intensive summer phase of a one-year training institute for 68 teachers, teachers' aides, and trainers of classroom personnel. Supported by a grant from the U. S. Office of Education, under the authority of the Education Professions Development Act, the Garland Training Institute is comprised of the full-time summer portion and various intermittent academic-year follow-up activities.

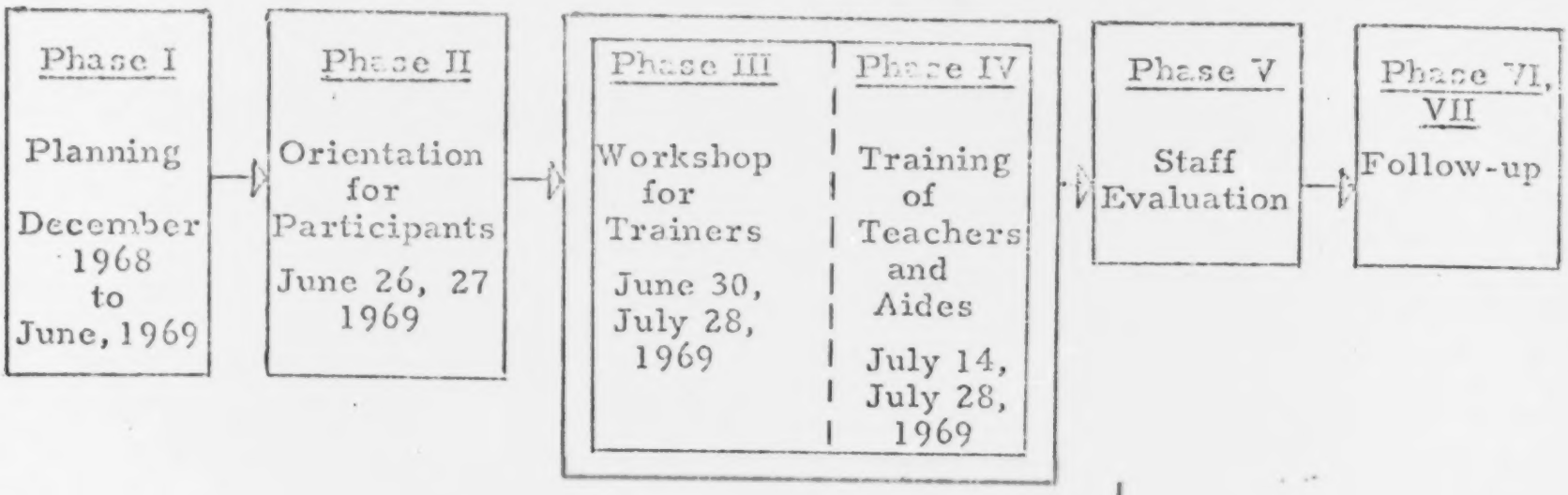
The Institute was located at the College, and sought to use the considerable resources of the Boston metropolitan area for its instructional purposes. The activities were scheduled to engage Institute members from 9:00 a.m. until 3:00 p.m., five days a week. In addition, considerable informal interaction and learning occurred in the Garland Dormitories, where some of the participants resided during the summer phase of the Institute.

This Interim Report presents information about only the summer portion of the year-long institute. Upon completion of the follow-up components (June, 1970), Abt Associates will render its evaluation of the complete program.

The terms of reference used in the report are defined as follows:

1. trainers: the 21 men and women preparing to be trainers of teachers and aids.
2. trainees: all of those in training at the Institute; also called "participants."
3. staff: the staff of the Institute itself.

Two phases of the Institute are considered in this report. Phase III, the trainers and staff dealt with the problems of training aides and teachers. At the end of that two-week phase, the trainers and staff were joined by the teachers and aides, for the two-week Phase IV.



II EVALUATION METHODOLOGY

This report derives from the observations of one professional over the four and one half weeks of the summer portion of the Institute, and from data collected directly from participants by the administrators of the Institute. The observer visited the program for a total of 40 hours, each visit two to four hours in length. While the observation process as a source of evaluative data is necessarily subjective, Abt Associates tempered the bias of these observations by using two techniques that facilitate process-centered observation. Still, subjective, observer-centered misperceptions may contaminate this report. Were the Institute's budget for evaluation not so limited, elaborate observation instruments might have been developed, observers validated, and more nearly objective reports delivered.

One of the observation-techniques used was a modification of the Flanders Interaction Analysis*. The ten Flanders categories of communication behavior were used as a guide for classifying interaction in the Institute training sessions. Every three to five seconds, the observer noted the appropriate category for the current behavior. This notation was carried out at varying intervals (about every ten minutes) for three minutes.

Departing from Flanders' own use of the notations, Abt Associates placed the ten categories along a continuum from Directive to Non-Directive, a scale that also represents extremes of Teacher-Centered and Student-Centered behavior.

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*Flanders, N. A. Teacher Influence, Pupil Attitudes, and Achievement. Minneapolis: University of Minnesota, 1960.

FIGURE 1: The Modified Flanders Analysis Scale

Non-directive; student-centered									Directive; teacher-centered
1	2	3	4	5	6	7	8	9	10
Silence or confusion	Student initiates	Student responds	Teacher accepts feeling	Teacher praises	Teacher uses students' ideas	Teacher asks questions	Teacher lectures	Teacher gives directions	Teacher criticizes or justifies

The totals for each observation were then compared with the observer's subjective responses to the activities observed. This combination of objective and subjective techniques underlies most of the conclusions drawn about the degree of directiveness discussed in Section IV, and the issue of "structure" discussed in IV, V, and VI below.

A framework was also needed and adopted for gathering information about participants' feelings about the Institute. In response to questions asked informally and at random, participants gave indications of their feelings. The observer then "scored" the responses by noting the degree to which the respondent seemed to feel each of the following six dimensions of the climate within the Institute.

1. Structure: rules, red tape, procedures, channels.
2. Individual responsibility: independence and freedom to act.
3. Rewards: encouragement and praise distribution.
4. Risk-taking: encouragement to take calculated risks.
5. Warmth and support: atmosphere of helping and cooperation.
6. Tolerance of conflict: emphasis on confronting, not smoothing over, differences.

This guide to the assessment of psychological climate was used to assimilate participant input to the Abt Associates observer. It is an adaptation of George Litwin's "Dimensions of Psychological Climate," mimeographed, 1966, M. I. T., Cambridge, Massachusetts.

These two frameworks for the ordering of observed behavior and verbal responses (the Flanders Interaction Analysis and Litwin's guidelines) yielded descriptions of only two aspects of the Institute: patterns of in-class interaction and the nature of the organizational climate. To evaluate the Institute content,

relevance, and presentation, Abt Associates relied on the judgement of the professional observer.

The Abt Associates evaluator performed as a marginal participant-observer. In formal Institute program, he observed, originated no interaction, and spoke only in response to questions from staff or trainees. In informal gatherings, before and after formal sessions, he solicited information and opinions, seeking to establish a warm and trusting relationship with the trainees. In meetings of staff, he offered observations and opinions only when asked. At one point in the Institute, when the staff unanimously wanted to meet with the trainers (leaving the trainees unattended), the evaluator volunteered to lead a discussion among the trainees. This brief interaction with trainees in the formal Institute program yielded benefits to the Institute staff and trainers that appeared to outweigh the disadvantage of contaminating the evaluation by introducing the evaluator into the process being observed.

Apart from the ordered and random observations of the evaluator, the principal source of information about the impact of the Institute is the set of questionnaires filled out by participants before and after the Institute. Labelled by the Institute "Expectation Questionnaire" and "Recommendation Questionnaire," the former asked the participant what he expected to gain and contribute, and latter what he had gained and contributed. The Recommendation Questionnaire further asked what changes he would recommend in various aspects of the Institute's operation. The results of these questionnaires are set out in Section VII below.

III THE INSTITUTE OBJECTIVES

The Garland Institute's summer program's objectives were defined generally from the beginning. The trainees seemed to share with the staff certain clear purposes in participating in the Institute. That is, that agreement on purpose deteriorated slightly near the end of the Institute's summer portion, when the climate changed in such a way as to support those who chose to differ with the consensus. This disintegration of consensus is the subject of further discussion in Section IV below. At this point, it is important only as an indication that the agreement on Institute purposes among staff and trainees was not necessarily a reflection of real congruence of objectives among all participants, but possibly an affirmation of the usefulness of the Institute by those who participated in it. The trainees initially agreed with the group's vague expressions of purpose in order to comply with a superior force (director, staff, group sentiment) and to behave decorously in a social context that may have been threatening because it was new and strange. At the end of the Institute, open disagreement was much more common, once a trusting atmosphere had been established.

Inferred from their remarks to trainees, the purposes of the staff appeared to be:

1) to increase the sensitivity of participants to the observable signs of the affective life of themselves and other educational personnel, in order to improve the self-image of both.

2) to foster the exchange of ideas, information, and opinions among educators filling three different roles in American educational organization;

3) to increase tendency of participants to analyze and question prevalent attitudes and practices among teachers, aides, administrators, and trainers, to enhance the participants' impact as change agents;

4) to transmit information about auxiliary personnel in education, generally information about the supervision of aides, techniques of teaching for teacher aides, and the principles of classroom management.

In the last two weeks of the summer portion, remarks of participants and staff indicated a desire among some to work toward another purpose not explicitly stated than or earlier: to discuss openly the social process occurring in the Institute population itself. To the extent that the evaluator has accurately inferred the purposes outlined above, it is important to note that the movement in the summer phase was markedly toward fulfillment of affective objectives. Sections IV and V below expand on this trend.

IV STAFF

The Project Director hired an experienced and agile staff of five professionals for the summer portion. The variety of the staff was impressive in terms of vital statistics (including race), personal styles of instruction, and philosophies of education. The mix of ages and backgrounds underlay some of the tension that seemed to arise in some staff meetings, but also accounted for the fair and comprehensive treatement given to problems brought to the staff's attention. On the issue of structure, for example, the opinions of the staff would fill a casebook on the subject. The diverse opinions were expressed freely and heard respectfully.

This apparently tolerant interchange of opinion was the more remarkable to the Abt Associates observer because all the staff members were female. That staff characteristic, though no constraint on interaction, did seem to affect the attitudes and behavior of the male trainees. The seven men probably brought to the Institute anxieties about their roles in the female-dominated world of elementary and secondary education. Outnumbered almost ten to one at Garland, they were hardly made more comfortable by the all-female composition of the staff. Within the group of men were all degrees of dissatisfaction, from mild uneasiness to outright carping rejection of Institute activities. What seems worth noting for consideration in planning for another year is not the content of their complaints (they varied as much as the complaints voiced by the staff members themselves), but the grouping of those trainees by sex, and the tendency of several to set themselves apart from the mass of trainees in

various ways. The behaviors included withdrawal from group activities, assertive monopoly of discussions (with both useful and destructive results), and some grumbling about Institute activities. As a result, the male participants generally separated themselves from the rest.

The staff members observed this process, and considered it seriously. Their concern was best illustrated by their great delight when one of the men differentiated himself constructively, by assuming a leadership role in the accomplishment of some organizational tasks. It may be that sensitivity and concern cannot counter the difficulties men feel in a female-dominated professional Institute.

In addition to the full-time requirements of their jobs as instructors working with the trainees, the staff willingly devoted many extra man-hours to staff meetings reviewing and improving the Institute. In an effort to judge the benefits that accrued to the Institute from this considerable expenditure of psychic and physical energy, the Abt Associates observer recorded the following characteristics of the staff meetings.

The issues that drew attention from the staff were generally vital and relevant. Daily problems frequently resolved themselves to questions of "structure." That is, the staff's time was often taken up with discussion of such questions as:

- What should the Institute expect of the participant?
- How explicitly should the requirements be stated?
- Who should determine the nature and purpose of each day's activities?
- Who should lead group activities?

As a result of these discussions, the degree of directiveness was not much altered, but the issue itself was raised with participants. Open consideration of "structure" accordingly became a major part of the curriculum of the Institute. This tendency to turn issues and problems into subjects for discussion with the trainees distinquished and enhanced the summer phase. The observer sensed that attention, caring, and learning increased when such self-centered process examination occurred in the Institute. One of the most intensely involving experiences of the summer, for example, was a discussion among the trainers about the simple matter of scheduling visits to various educational programs in the Boston area. The staff began by defending themselves against the criticisms of the trainers, saying that the staff had misunderstood. They then defended their decision to reduce the the length of time alloted to the trips. In response, several trainers criticized the "leadership" of the Institute staff. In a calm and civil tone, several staff members, refusing to continue a counterproductive exchange of charges, began to describe the argument as a manifestation of the underlying group process, a symptom of the tension between autonomy and compliance that had taken hold of the trainers. While the trainers hardly acquiesced after that new direction was given to the discussion (nor was that necessarily a palliative tactic), they did undergo the useful experience of feeling strongly and then turning back to examine those feelings. The discussion was scored on the Flanders scale at 3.3. The climate at the time of this discussion failed slightly in only one respect: the staff did not at first openly greet and support expressions of feelings by the trainees.

Structure, then, seems to have been a topic worth the extra time and effort devoted to it in daily staff meetings, because the discussions did engender improvement in the Institute through the introduction of self-centered process analysis.

In drawing any conclusions about the benefits derived from considerable time spent in staff meetings, the performance of the Director as chief executive becomes important. During the summer phase of this Institute, the Director often enough modified the program in response to staff suggestions that the staff members did seem to be spending their time purposefully in staff meetings. There was some feeling to the contrary. Occasionally long discussion did not produce program change, but often the reason was not the Director's unwillingness to alter the program, but the failure of the group to reach a clear consensus. It is the judgement of the Abt Associates observer that the Director used staff discussion as a source of guidance for program modification, and that the benefits of the meetings to the participants were accordingly worth the investment of human energy.

Since most program decisions were left to the participants to decide, priorities and objectives often changed regardless of what the staff might have expected or planned. In short, the redefinition of objectives was made difficult by the staff's laudable tendency to submit program decisions to the consideration of the participants.

The Abt Associates observer shared with the staff and participants the feeling that this Institute was the creation of one person--the Director. Like so many new ventures in public education, it required a tremendous investment of time and spirit on the part of its originator. Great credit is due the woman who launched the idea and guided it to its present form. It may be argued that any innovative program administered by its creator tends to become inflexible because the Director has an ideal, a model of excellence to which the program must conform. In the attempt to create in action a program that fulfills the ideal of the creator, the Director may ignore alternative directions

and forms the program might take to meet the same educational objective. At Garland, the Director showed signs of trying to create in action an ideal program she had conceived. But any tendency to force the program to conform was offset by the involvement of participants and staff in program decisions. For example, the Director often used two particular phrases in the course of the summer: "feedback from the group" and "staff decision." The first represents centering attention on the will of the participants. The second usually described a decision that in some way countered or redirected the feedback, the will of the participants. The "staff decision" yielded to the group's will throughout the Institute.

Occasionally the Institute Director seemed to fail to delegate tasks and authority. What always balanced the disadvantages of lapses into authoritarianism was her remarkable responsiveness to the mood of the staff and her staying power. When the Director took into her own hands affairs that might better have been left to a staff member, she seemed to carry them out gracefully and with dispatch.

V THE FIRST TWO WEEKS: TRAINERS

Phase III of the Institute was the two-week period during which the staff worked solely with trainers. The subsequent phase, including staff, trainers, teachers, and aides, was of equal length and had a radically different population. Yet its climate and direction derived largely from the process begun by the staff and trainers in Phase III. The staff and trainers said that the trainers were too often neglected during Phase IV. The Abt Associates observer felt that the trainers were, on the contrary, by far the most intimately and consistently involved of all the participants.

During Phase III, the staff and trainers constantly dealt with issues of interpersonal relations and professional role. The learning was experiential, derived not from precepts, but from process. The staff allowed the trainers freedom to explore their own and one another's feelings about problems of being educators. Insofar as this exploration of feelings was the objective, the Phase III activities succeeded with few exceptions. The specific activities described below offer a sampling of Phase III.

An educational games exercise drew the interest and--in its late stages--involvement of the trainers. The central exercise called for ten trainers to engage in open discussion while the rest of the group monitored that exchange. The expressions of feeling during this activity were safe and formulaic. The staff tolerated the stiffness, expecting the trainers to discard the strategies by which they were defending themselves. Finally, when the ten had stopped their performance, talk about the exercise itself (a safe topic) began to lure into interaction many

who had been silent before. According to the common pattern of evolution for undirected groups, the participants attacked the quality of leadership they received from the people that they expected to perform as leaders.

As a result of the exercise, the trainers began to concentrate on questions of role, personal responsibility, and leadership functions in terms of the Institute itself. The total experience stimulated the group, and was one of the two units of work most often mentioned by respondents on the "Recommendation Questionnaire" as worth retaining in any subsequent Institute. The Flanders score for this unit was 6.1 showing a heavy dose of verbal direction from the staff. Still, the popularity of the unit and the considerable effect elicited from the trainers counter the implication that the exercise was too much directed by the staff.

Even more staff-centered was the discussion of Institute goals during the second week of the Trainers' Phase (III). The Director opened the discussion with some general remarks summing up the staff's judgement about the objectives of the Institute. The ensuing exchange was scored at 7.0, indicating that the majority of input came from staff. One reason for that predominance of staff was the trainers' own increasing anxiety over their coming role as leaders and instructors of the teachers and aides in Phase IV. Cowed by the prospect, they naturally sought leadership and certainty from the staff. While the staff might have been far less directive in the discussion of goals, their tendency to fill the leadership gap was probably the safe response to the trainers' plea. Had the staff chosen the bolder course - to shift goal-set-

ting entirely to the trainers, they might have gained by increasing the trainers' sense of autonomous competence, but would have risked creating a feeling among the trainers that the staff did not care about and support the trainers.

One of the strongest exercises of the entire Institute arose organically from the commonplace organizational business surrounding group activities. The issue was a simple one: the optimal use of a scarce resource--time. Trips had been planned for the trainers to various Boston-area education projects and agencies. The staff decided that the time for such trips should be reduced from two days to one. In the ensuing argument, the staff performed with good judgement and agility. Faced with trainers who resented both the fact of the staff's leadership and the staff's attempt to shift leadership, the staff withdrew. The trainers seized the initiative, brawled at length, and finally settled the problem. In this event the staff checked their own tendency to defend themselves against criticism and instead finally acted so as to facilitate the trainers' discussion of the trainers' responsibility. Beyond that, the staff gave clear authority to the trainers to settle the issue. The Flanders score for this meeting was 3.3, among the lowest registered during the Institute.

Almost immediately after that discussion, a group of trainers who had begun to discuss the subject of prejudice as an appropriate topic of the Institute brought their consensus to the group. In short order the trainers agreed that an orderly exploration of prejudice should be scheduled. These two discussions - on the trips and prejudice - represent the maximum involvement of the trainers in planning and feeling responsible for the Institute. With the arrival of the teachers and aides, the trainers began to withdraw from active participation in planning.

The causes of this retreat are at least two. The staff had less time in Phase IV to foster initiative-taking among the trainers, and the trainers felt uncertain about their own readiness to lead the trainees (teachers and aides).

The arrangements made by the trainers for the arrival of the teachers and aides gave some evidence of their reluctance to take control. The plans varied little from the staff's plans for the arrival of the trainers two weeks before. The staff members who were allegedly only observing the process of the small groups of trainers planning for the arrival went beyond observing to offer some guidance in planning. The trainers' discussions built heavily on staff suggestions, and were clearly aimed at solving the immediate problem of welcoming the teachers and aides. Had the trainers been seriously expected to plan an extensive program for the new participants, they would have looked well beyond the first day of Phase IV. The trainers rightly thought of this planning activity as a special task with a fixed purpose, a short adventure in autonomy. The alternative to keeping short reins on the trainers would have been to allow them extensive control over the Phase IV program. The staff recognized the opportunity to shift control to the trainers, and the advantages of so doing. But because they felt that the trainers were unwilling to take leadership, and because time was short, the staff chose not to force a shift in leadership.

VI. THE SECOND TWO WEEKS: TRAINERS, TEACHERS, AND AIDES

The last two weeks of the Institute brought together all participants - trainers, teachers, aides, staff, and consultants - in a program of social interaction only occasionally broken by periods of "hard" teaching and content-centered learning. Like Phase III, these two weeks seemed to yield largely affective changes and gains.

In the opinion of all three groups of trainees, Phase IV was valuable because it led to sharing of experiences, sharing of feelings, and the knowledge that one is not alone in his uncertainty about his role as aide (or teacher or trainer). The activities that produced these feelings resembled the activities of Phase IV. Large group and small group discussions afforded virtually everyone an opportunity to participate. The Abt Associates observer noted that on one day of large-group discussion, 18 of the 21 trainers contributed. In the small group discussions convened according to topics of professional interest, discussion involved virtually all participants. Small groups convened without emphasis on a particular topic involved a smaller percent of the participants, but generally seemed to elicit free and lively contributions from those who did participate.

An important outcome of Phase IV was the feeling shared by most of the participants interviewed-- that the Institute had helped the participants develop an understanding and tolerance of others' views. The central event in this sensitizing process was a two-day presentation on change. Administered capably by a consultant, the series of exercises and talks had the apparent objective of teaching the dynamics and strategies of change within traditional administrative settings. After several communications and

sensitivity exercises, the participants diverged from the topic and ordained course. They left off discussion of change and returned to what had been worrying and alarming them from the start. On one of the last afternoons of the Institute, there occurred a full-blown examination of the personalities and process of the Institute participants themselves. Pursuing the role of increased sensitivity and openness, they relentlessly analyzed what was happening, who was responsible, and why tensions existed. The process was reined, in by the participants themselves, with help from the staff, when the group began to abuse any individual. The catharsis and exhiliration of this final sensitivity session impressively verified the Institute's success in increasing sensitivity and awareness of role-stress in self and others. The Flanders score for this activity was 3.2.

The weaknesses in Phase IV are two. Trainees felt that too little time was devoted to exchange of information, techniques, and hints. Second, they felt that they had only begun a process, not finished it.

To elaborate the first weakness, the Abt Associates observer noticed that movies and printed materials were awkwardly introduced and rarely exploited. Films of teaching filled time without enhancing the sensitivity-centered activities that occupied most of the trainees time. The disjuncture between films and other activities might be overcome by either eliminating the films altogether or by using films selectively, in support of specific topics arising in the course of other activities. For example, a film treating the issue of the role of aides in a black-majority high school touched on several points raised in a

large-group discussion of prejudice later in the Institute. Had the staff or trainers actively sought a way of integrating the films with the rest of the Institute curriculum, this opportunity might not have been missed.

The discussion that followed the films lacked focus and clear purpose. Even if unrelated to the rest of the course content, a film may be a rich source of ideas and models. But to salvage valuable learning from an unrelated film requires careful previewing, a deft introduction to establish the appropriate set in the viewer's mind, and a focussed discussion after the screening. If the Institute should choose to retain the films, the staff might well revise its use of the films in both Phases III and IV.

The other problem that seemed to bother participants in Phase IV was the hurried and incomplete feeling that affected them during the last few days. The improvement most commonly called for on the "Recommendation Questionnaire" was that more time be provided for the Institute. If we discount some of that response as typical of group members who dislike the prospect of the group's disbanding, after any length of time, we still cannot dismiss the fact that participants were scrambling, in the last few days, to collect information, techniques, and teaching hints from staff and trainees alike. The predominance of personological activities and the dearth of cognitive content throughout the Institute left those who had arrived hungry for information still unsatisfied. Some participants expressed unhappiness that there had been no summary or refinement of what the Institute had taught. This unhappiness may well have been a result of anxiety over the imminent separation from newly-made friends and mentors.

Abt Associates observed two reasons, in short, for the call for more time: unfulfilled needs for technical information and predictable unhappiness at the prospect of leaving a group in which stirring and rewarding interpersonal experiences had occurred.

VII SUMMARY AND RECOMMENDATIONS

Measured by the objectives set out in III above, the Institute's summer program appears to have been generally successful. Abt Associates Inc. scored the pre- and post-Institute questionnaires according to affective or cognitive emphasis. That is, four items were read on the "Expectation Questionnaire," and the analagous item read on the "Recommendations Questionnaire," for each of the 68 participants who filled out to the questionnaires.

On the first questionnaire, 93 responses emphasized affective concerns and viewpoints. Cognitive and informational concerns and viewpoints were emphasized in 127 responses. In the second comparable questionnaire, administered after the Institute, 161 responses were scored as affective in emphasis, while only 59 were scored cognitive. This may be seen as a change from 42% affective before the Institute to 75% affective after the Institute.

This change in emphasis is supported by participants' responses to specific items on the Recommendation Questionnaire. Asked what one part of the Institute they would change, respondents favored increasing the length (20%), making no changes (20%), introducing more curriculum materials (16%), and tightening the structure and schedule (14%). Abt Associates Inc. views these responses as an indication that the participants did feel that the Institute did concentrate on affective change.

Stronger evidence of that emphasis and its acceptance by the participants appears in their responses to the question "What one part of the Institute should be kept in another year?" Twenty-nine percent selected the two consultants who led

sensitivity exercises. The open, honest atmosphere was mentioned by 23% and the third most popular component was the study of group dynamics through small-group discussions.

On the basis of the foregoing report, Abt Associates Inc. concludes that the Institute might be improved by revising its summer portion as follows:

1. Increase the number of male staff members and participants.

2. Increase involvement of the trainers in planning for the Institute after the first week of Phase III.

3. Delegate more responsibility to staff members and participants, to decrease the burden and emphasis on the Director's leadership.

4. Increase the length of the Institute's summer phase by one week, added to Phase IV. The additional week might profitably be spent on such technical subjects as curriculum design, available resources, etc.

VIII. The Reunion and Retrospective Questionnaires

The principal activities of the Garland Institute after the closing of the summer portion was communication between Institute personnel and the participants then on the job in educational settings throughout the Eastern third of the country. These communications took the form of letters, phone calls, and visits between the Project Director and virtually every participant. The most concrete feedback about the impact of the Institute on the professional lives of the participants was derived from a set of questionnaires distributed by mail in advance of the April 2-4, 1970, reunion at the College. The secondary source of feedback -- the reunion itself -- bore out findings from the analysis of the questionnaires, and brought to light some additional possible benefits not recognized earlier.

The results of the questionnaires circulated to all participants are summarized below. The summary represents interpretation by Abt Associates of the questionnaires returned by 45 of the 68 participants (aides - 25, trainers - 11, teachers - 9).

The Aides' Responses

All twenty-five of the aides responding praised the Garland Summer Institute as being helpful to them in their regular work in schools. The most often mentioned benefit of the Institute among the aides, not surprisingly, was considerably increased sense of self sufficiency and self-esteem in professional educational settings. Anecdotes were added describing their newly found tendencies to speak up in public meetings with teachers, parents, administrators, etc. Particularly common was the word confidence in the dealings aides had with principals and teachers to whom the aides were reporting. Abt Associates

sees the pervasive mention of "confidence" among the respondents to be a strong testimony to the avowed purpose and reported success of the summer program: to improve the self-image of the participants in the program.

Asked what kinds of problems they had anticipated in their work as aides, and then asked their real problems when they actually began work, the aides responding reported in 68% of the cases that "fear of a new situation" had been the problem they thought would most likely affect them in their work. Only nine of the aides reported finding any problem at all that seriously hampered them, all nine of those reporting problems solved them with dispatch. The nine did involve fear of unknown situations, especially working alongside unknown teachers.

All but five of the responding aides said that they expected to continue in similar work during the ensuing year, and the five who denied this intention justified their decision in terms of pressing alternative demands on their time (rather than explaining it as a withdrawal from the education professions). Abt Associates believes that among the responding aides the sense of belonging in the education professions has been firmly established. If self-confidence as a paraprofessional and courage in the face of more educated professionals of higher organizational rank may be assumed to be prerequisites of that sense of belonging, the Garland Institute's emphasis on affective strengthening seems to have been well placed and successful with the responding aides.

Nineteen of the 25 respondents said that they were actively interested in further training, most of them spontaneously mentioning Garland as the source and setting.

Six said that they had begun making plans to attend institutions of higher education next year while still performing as aides. This widespread tendency to view the Garland program as a beginning in a series of educational experiences marks the responding population, in the view of Abt Associates, as entirely committed to the idea and the fulfillment of the career ladder. Twelve of the 25 had already been taking steps to move up the ladder by participating during the previous seven months in some form of in-service training. While career ladder was not often the subject of explicit discussion and study during the summer, it was implicitly dealt with through discussions of the kinds of functions aides might increasingly perform with appropriate training and small group talks in which personal anecdotes about those who had already risen, for example, from the position of aide to that of full-fledged teacher. More important, probably, in the formation of expectations of higher education despite long hiatuses in education was the Garland experience as a whole. One participant at the reunion summed it up when she said that she had been "really surprised" when the Director "talked to her just like a friend." There were many statements of agreement when that remark was made at the reunion, all of which qualitatively supported the finding in the questionnaires that most participants expected to continue education because of the Garland summer program. Abt Associates would venture that the experience of non-authoritarian instruction in a long established New England college contributed strongly to the participants strong tendency to consider further education

not just technically open to them but comfortable and realistically accessible.

The Teachers' Response

The most surprising finding from the analysis of questionnaires returned by the teachers was the degree to which they were seeking to change the procedures and organization of the schools in which they were working. Seven reported making efforts to change regulations regarding staffing, communications, or materials. Of these, four specifically mentioned working on the school's view of the nature of the relationship between the school and the aides or the teachers and the aid.

In addition, the teachers' questionnaires reported the same affective changes indicated by the aides. Their three principal benefits as a result of the summer institute may be summarized by three phrases that occurred often in the responses: "more aware," "less afraid," and "teamwork." The teachers worked during the academic year with at least one aide, and in every case reported no difficulty in relating to the aide as a colleague in the instructional process.

Some insight into the personal focus of both the summer Institute and the follow-up communications was afforded by the fact that all but two of the responding teachers used the questionnaire as a vehicle for transmitting to the staff -- and the Project Director in particular -- gratitude for the services they had rendered. The teachers reported feeling that the Institute had neglected some of their needs -- mostly for technical, skills-related information, but enthusiastically endorsed nonetheless the focus of the program on sensitivity and interpersonal relations. This unanimous commendation of the personological emphasis, underscored by personal notes to the staff, gives evidence that the teachers have retained from the Institute their acceptance of affective change as a primary legitimate objective of educational programs. In view of the further information

on the teachers own activities to improve on the role relationships already at work in their schools, Abt Associates concludes that there is substantial evidence that the affective impact intended was felt, and that the teachers thus affected have in turn begun to affect the settings in which they themselves work.

The Trainers' Responses

Of the eleven trainers who returned questionnaires, all but one said that they have established with their trainers a relationship significantly different because of their experience with the Garland Institute. The primary change in that relationship was openness of communication, based, seven said, on their own feelings of greater self awareness. The positive responses of these trainers were generally congruent -- in emphasis and frequency -- with the responses of the teachers. The trainers differed slightly, though, in this respect. One of the most valuable aspects of the Institute, according to six of the trainers responding was the experience it gave them with programs founded and operated on philosophical bases different from their own. In other words, the trainers were both affectively helped by the program, according to their responses, and educated in the subject personological education through their participation in the Institute.

The following table shows the response rates for the three subgroups of the Institute participants.

	Respondents	Total	Response Rate
Aides	25	32	79%
Teachers	9	15	60%
Trainers	11	21	52%
Totals	45	68	66%

While the percentage of non-respondents is high enough to disqualify the respondents as an unbiased sample, the validity of the respondents' answers is somewhat bolstered by the fact that non-respondents tended to be those not returning to the reunion, and non-return for the reunion was more common among those at greater distances from the College.

The Reunion

Described above in detail, the reunion provided Abt Associates with an opportunity to test the durability of the changes in participants measured in July. The reunion was an informal, non-threatening meeting of participants with the Project Director and staff over about 48 hours. The Abt Associates observer, who witnessed only about four hours of the reunion, adds to the present report these conclusions based on his observations of the reunion.

-The value of the Institute as an introduction to higher education for a population previously denied access has been greater than was evident in the questionnaires. Open and enthusiastic conversation about the friendliness and lack of cant among the Garland staff characterized much of the reunion discussion observed.

-Many of the participants have accepted the Institute's person-centered, responsively structured educational approach not so much as one possible format but as an ideal format to be emulated.

-The shift from concern with the skills and procedures to be used in instruction to the psychological and social climate to be established (a shift discerned in participants during the course of the summer) seems to have endured at least until the reunion.

INSTITUTE REUNION APRIL, 1970

Feedback from Reunion

Barbara Jackson:

Information about herself

Teacher Aides were a special link with the community

Teacher Aide Program--received three credits for participating

- Joined with other members of the staff in Human Relations training
- Guidlines were developed: Teachers and teacher aides learned to know each other better. Aides felt confident enough to go back school. Some aides have taken additional courses, and half now want to be teachers. Teacher aides have proven their worth in the classroom, they are a much needed part of the teaching staff.
- It is important to match aides with teachers.
- In the three week program, there were trained personnel for the Human Relations sessions.
- The aides were selected on a first come first served basis, and were taken from a list of aides that had been recommended or referred to the program.
- Each Wednesday from 1:30 - 2:00 the aides and teachers meet to discuss grievances, etc. and straighten them out.
- The workshop's purpose was to iron out the kinks in the Teacher-aide relationships.
- There is a need for on-going in-service training to handle problems with teachers who will not accept the situation with Teacher Aides.
- Perhaps the Trotter School may be used as a model.

Robert Watson:

- Interest in introducing Teacher Aides and maintaining teacher aides in the classroom. They are not a threat to qualified teachers.
- Quality of aides should be considered just as well as teacher certification.
- The trouble is how credit is administered and evaluated. Teacher aides should be judged on the basis of performance. Teachers are accepted on the basis of certification, not particular talent, etc. whereas there is no definite, widely accepted method of choosing aides, or of evaluating credentiality of aides.

Robert Watson (cont.)

- Much more flexible arrangement of placing aides should be implemented. (No aide should have to spend a year of lunch-room duty, or clerical, etc. They should be able to move up according to merit.)

- The State (CCED) is supporting a school, with 150 children from 23 communities at Hecht House, as an alternative to public education.

- There is a diversified staff--various levels of teacher aides have been accepted but civil service does hinder this selection.

- Teacher aides should be considered as teachers.

- Part of the purpose of the program is to make it possible for non-high school graduates and high school graduates and under-graduates in college to be able to enter into the teaching scene in whatever capacity they can, if they have something to offer the children.

- There is resistance to acceptance of aides. They are considered as intruders. Even parents are apprehensive about visiting the classrooms.

- Differentiated staffing--teachers are not a monolith

- Instead of using 16 teachers spread out in 16 classrooms, have for instance, 30 teaching personnel for the benefit of the children. In this way, the public would get more for their money.

- Teacher aides should be able to be certified at whatever level they would like to branch off at. The evaluation of aides should be based on their performance. In-service training is also needed.

Project MALE - Title III - Arlington

- More men are needed in elementary schools. This project has been successful in placing men in the lower grades.

- There should be provisions made to bring in experts in different fields to speak for the benefit of the children.

- Get more information about new innovations in education (teacher-aides and assistants) through to students ' colleges.

- Areas of teaching are too specialized. Everyone is not involved in all areas. Each person has his own field and no borders may be crossed easily. There is a need for more open communication between all levels of personnel.

Mr. McCoy - Division of State and Federal Assistance

- Part B2 - State Aspect - in conjunction with the Beverly project. They have a program for people with limited educations in order to bring them into the field of education. Then the other aspect of the program is to introduce people with three years of college into the field. There is no provision for advancement, no ladder.

- Because of the mutual respect from other participants in the summer institute, the aides developed a sense of confidence. After the Institute they felt that they could dare to speak up and felt that they were worthy of being listened to.

- Success is not dependent only on the attitude of the person who is running the Institute. The common grievances of the participants, the informality, and the warmth of all involved also contributed to the success.

- Selection of personnel and staff: Same basic philosophy, and drive to accomplish the same goals.

- The staff and personnel of the Institute and the atmosphere of sincerity engendered a feeling of comfort and ease with people of different backgrounds.

Feedback from small group discussions

Garland Experience

- A respect for one's judgement in response to children's needs

- Respect for children's autonomy

- Being able to project themselves as innovators, agents of change, in the home as well as the community.

- The goals were, in general, realized by each individual participant.

- Not a miraculous experience, but a definitely valuable one.

- Dr. Larson appeared at the right time because they were by that time prepared for honesty and sharing.

- The value of the experience at Garland was made clearer to one participant when she was presented with a situation with which she was not personally involved. She was able to judge clearly and employ some of the tactics of honesty in communication that she had become familiar with at the Institute.

- Helpful in teaching participants to see people in many ways--to make allowances for differences in people.

- Helpful in being able to analyze the solution to a problem, not just to identify the problem.

- They were strengthened by the various confrontations they were subjected to at the Institute.

- Change in perspective

- Having an annual reunion was suggested

- Most translate the heightened awareness into the ability to solve the problems of dealing with associates in schools and also, understanding children.

How to Obtain Teacher-Aide Coordinators

- Organize as a group

- Discuss reasons for need for a coordinator

- Set up qualifications and guidelines to use in choosing a person as a coordinator

- List needs and grievances on both sides of the scale (teacher-teacher Aide)

- Qualifications: Person should be in an administrative position but flexible to both sides, and free to discuss problems with both sides.

- Are teachers flexible enough to be coordinators?

- They felt that having regular staff meetings would be beneficial for all involved.

- Guidelines for teacher aides should, if possible, be on a State level rather than individual cities and towns, in order to assure unity and fairness to all teaching personnel.

Career Development:

- Recommendation: Department of Education investigate transfer of credits especially from Junior Colleges

- Be able to take courses that would be immediately applicable to work in classrooms.

- Does experience count toward a degree in teacher training?

- Colleges should be approached directly

- Have well formulated in-service training methods as opposed to lectures

- Everyone should leave the Reunion feeling that he should write to Dr. McGrail in the State Department of Education and press for the establishment of a clearing house for materials and information on positions and the provision of counseling services.

Organization of a professional Group for Aides

- Aides in different schools do not know what is going on. They should have a way to be familiarized with practices in different communities.

- There is a need for uniting aides so that they may, as a group, voice their desires, such as job security, etc.

- Boston Teachers Union has discouraged the organization of Teacher Aides.

- It is important to have a central system for distribution of information. This would help in filling the need for auxiliary personnel.

- It may have to start as a local organization in order to keep away from conflict with Teachers Union.

- There should be some form of collective bargaining with aides.

- Seems to be a stalemate--Teachers Associations are waiting for aides to come to them, whereas some aides are waiting for a sign from the Teachers Association.

- The price of joining any existing organization is prohibitive. A way must be found to avoid this problem if auxiliary personnel are unionized.

Participants' Progress Reports

- Sally Roberge:

She is working in Framingham, with a number of Puerto Rican children. The Institute experience has helped her, not only with the children at her school, but at home. She is able to use "tender loving care" with the children at school, is apt to listen more and use understanding with their problems, especially with the Puerto Rican children. Many of the teachers feel that they are dirty, and will not touch or go near the children, nor will they give them incentive or confidence enough so that they will want to be clean. She finds it easier to communicate with the other teachers and explain to them the needs these children have, and is not afraid to try to meet their needs without the approval of the other teachers.

She found that when she got back to school a..er the Institute, her school administrators knew nothing about it. After they heard, they gave her more responsibility. Also, she had more confidence in speaking with her superiors, and making her ideas heard. She has spoken to her principal about the need for a

situation where teachers and aides can work out their problems together. They need a coordinator. If the aides have a problem, they are told to come to her. However, she feels that they need a person whom the teachers and administrators could talk freely with. There is some uneasiness or resentment on the part of the teachers in talking to an aide or giving an aide this type of responsibility.

Anna Bean--Chicopee Public Schools

She started off by saying that she didn't go back to school and set the community afire, but she went on to say that she did make progress with some of the children, the school administrators, and herself. She was transferred at the beginning of the school year to a second grade class with a young teacher. It took her a while to bring herself to suggest or speak her mind to the teacher. They were running into problems, and she felt that she had no right to say anything, or asert herself, until she remembered what she had learned at the Institute. Honesty and communication. She employed both of these things, and gained the respect and confidence of the people she worked for and with. Now the Young teacher she is assigned to asks her opinion about things and listens to her advice.

Also, she has been more aware of the children's needs. She gave special attention to two spanish speaking children, one of whom has responded very well and the other who is responding more slowly. This has also served to bolster her confidence. She never, before the Institute, felt that she had the talent, patience, or understanding to accomplish the things she has done. She has no problems with teacher-aide relations, since Chicopee is a small town and the teacher-aide relationships are usually good.

Phyllis Williams - Philadelphia - Get Set

She has organized a program modeled after the Summer Institute called the Garland Experience. It is growing so large that some of the traditional procedures are squelching positive acceptance of individuals. Recognition is present yet no solutions have been implemented.

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GARLAND SUMMER INSTITUTES
Follow-up Questionnaire Results

Aides

Twenty-five of the aides sent in their questionnaires. Almost everyone said that they get along with their children, teachers, and parents as well as last year, or better. Nine aides started the year worrying about a problem that they were then able to deal with successfully. The others reported no problems at all.

Everyone said that the Garland Institute had been helpful to them during their regular work. People especially liked the openness and easy communication, which they say has helped them in working in the schools. The word most often used by the aides to describe what they gained was "confidence."

Asked what they thought they would have liked more from the Institute, eleven mentioned more practice in crafts, music, reading, etc. Seven asked for instruction about child development and problem children. Seven could not think of anything more they wanted!
Twelve of the 25 aides said they have been involved in some kind of an in-service training during the year. Almost everyone indicated that they expect to continue working as an aide next year. Six said they also intend to go to school at the same time, to work toward promotion to regular teaching positions.

The aides were generally very enthusiastic about their work and the good the Institute has done for them. One aide is organizing other aides at her school to get the school to use aides more effectively, and several said that they had gained so much confidence that they are speaking up in situations where they never would have before.

Teachers

The nine teachers who sent in their questionnaires work with a

total of more than 150 children of all ages from 3 to 14. All the teachers but one now work with at least one aide. They almost all said that the Institute experience has changed the way they relate to their aides and fellow-teachers. They say they feel that they are "more aware," more "like a team," and less afraid. Only two of the nine said they have tried new materials or activities as a result of the Institute, but four of them mentioned their work to change the way the school works with aides and organizes its programs.

All nine teachers said that the Institute had been valuable to them by making their day-to-day work easier. They said that they worked more easily because they were "more sensitive," had "better personal relations," and a "better relationship with the aides."

Several people wrote extra notes thanking Mrs. Weisz for the Institute.

Trainers

Eleven trainers returned their questionnaires. Most reported that they are involved in supervising the work of teachers, aides, and student teachers. All but one of the trainers said that they had a different relationship with trainees because of the Garland Institute. They said they now tend to let aides do more teacher's work than before, and are generally more aware of the feelings of themselves and others. The words they used most often to describe this change were "open," "honest," and "sensitive."

Everyone reported very good, regular communications with their trainees, not necessarily as a result of the Garland Institute experience. Six of the eleven said that they have been actively working for changes in the programs they are involved with, including one person who is establishing a program like the Institute as in-service training. Others were trying to arrange changes in courses, encouraging aides to pursue further education, and opening up the career ladder for aides.

Eight of the trainers said the Institute experience had been very valuable. They again cited the "human relations" help it had given

them. One of the trainers said that the Institute had helped her become more tolerant of educational philosophies different from her own, and another one said it was the most unusual educational experience of her life.

Of the three who said the Institute was of moderate value (no one said it was of little value), one pointed out that its value was limited by the fact that something learned in that short space of time is very easily forgotten in the confusion of actually teaching in "the real world."

NAME	AGE	SEX	ED. DEG.	YRS. EXP.	TYPE SCHOOL LOCATION TITLE LEVEL	COMMUTE	T.A.T.	NEXT FALL	POOR COMM
Miss Jennie Andrews	53	F	M.A.	28½	Pro-Ed.Div St. Tchrs.	Indiana Yes	Trainer	Work/With Teachers	YES
Mr. Leo Arnfeld	29	M	M.ED.	7	Com.Trng-Coll,T/A	Fall Rvr NO	Trainer	Teach Teachers	NO
Mrs. Vilma Childs	41	F	B.S.	15	Ele.-Asst. Principle	Michigan Yes	Trainer	Work/With Teachers	YES
Mr. Bartholomew Ciampa	26	M	M-Ed.	5	Coll-Tchr. Tchr-Trnr	Maine NO	Trainer	Trng. Teachers	NO
Alice Crichlow	36	F	A.S.	1	N.E. Univ. Adm. Asst.	Dorchester NO	Trainer	Teachers & Aides	YES
Mr. George Curtin	37	M	M.A.	9	Pub-Guidnc whole lev.	Haverhill NO	Trainer	Teachers Aide	?
Miss Clotelle Harris	40	F	M.A.	13	P.S._P.K. Supervs.	Phila. YES	Trainer	Aides	YES
Mrs. Barbara Haseltine	42	F	M-Ed.	21	P.S. Asst. Prin-Sp.Cl.	Haverhill NO	Trainer	Teachers Aide	?
Miss Alice Herrmann	46	F	B.S.	13	ADCS Dir. Com Pre-Sc	Boston NO	Trainer	Teachers Aide	YES
Mr. Elliott Hurvitz	28	M	B.A.	4	Teacher Grade 5	Saugus	Trainer	Teachers Aide	?
Ruby Mayokok	39	F	H.S.	4	Free Sch. Aide	Dorch. NO	Trainer	Aides	YES
Mrs. Marie McCain	29	F	H.S.	1	Trnr-Coach ABCD	Dorch. NO	Trainer	Teachers & Aides	YES
Georgia McCutchen	23	F	M.ED	7 mo.	Parent-Child CTR. Hd.Tch	Camb. NO	Trainer	Teachers & Aides	YES
Sr. Francis S. Josephine	58	F	M.A.	25	Coll-Dir. Tchr-Ed.	N.Y.Lady-cliff-Yes	Trainer	T.A. ST. T.	?
Mr. Joseph Potenza	47	M	M.A.	25	P.S. Supr. Prin. K-6	Natick NO	Trainer	Work/With Teacher/Aide	?
Mrs. Judith Prymak	26	F	B.S.	3	P.S. Tchr. ADCS C.P.	Boston NO	Trainer	Teachers Aides	YES
Mr. Mark Tremblay	36	M	M/Ab Soc.	11	Mod'l Cit. Teacher	Camb. No	Trainer	Teacher	YES
Miss Jane Vanzant	33	F	M.S.	11	Sup. St. Tchg. Prof. Edu.	Indiana YES	Trainer	Work/With Teachers	YE
Mrs. Barbara Williams	49	F	3 yrs. Coll.	14	Head St. Teacher	Worc. YES	Trainer	Teachers Aide	YE
Leona Williams	28	F	H.S.	2	Nat'l Cong. P.T.A.	Dorc. NO	Trainer	Teachers Aides	YE
Miss Phyllis Williams	42	F	B.S.	8	P.S. Head Tchr. PK	Phila. YES	Trainer	Teachers Aides	YE

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Mrs. Gail Bursk	27	F	B.A.	3	Get Set Teacher	Phila. YES	Teacher	Teachers & Aides	YES
Sr. Marcella Fournier	66	F	A.S.	41	Par. G-1 Teacher	Chicopee YES	Teacher	Teachers Aides	?
Mrs. Darlind Freas	21	F	2 yrs. Coll.	1½	Head Start Teacher	Holyoke YES	Teacher	Teachers Aides	YES
Miss Deborah Frisbie	23	F	M-ED.	1	P.S. Gr. 2 Teacher	Sprngfld YES	Teacher	Work/With Com. Tchrs.	?
Miss Sandra Graham	24	F	B.A. M.S.	3	P.K. HD. ST. Techr.	Holyoke YES	Teacher	Teachers Aides	YES
Mrs. Laura Jackson	34	F	B.B.E.	1	Head St. Aide	Falmth. YES	Teacher	Teachers	YES
Mrs. Elsie Osborne	40	F	Coll. Stud.	5	P.S. PUB. Teacher	Worcester NO	Teacher	Work/With Aides	YES
Mrs. Joyce Pulley	33	F	H.S.	3	Comm-P.K. Teacher	Roxbury NO	Teacher	Children Aide	YES
Rosemary Ralph	24	F	B.A.	4	Store Frt. Teacher	Boston NO	Teacher	Teachers Aides	YES
Mr. Ralph Wynn	18	M	H.S.	3	Free Sch. Aides	Rox. NO	Teacher	Trng. & Wrk. w/ teacher	ye
Mrs. Leeba Manes	36	F	B.A.	3	Hd. St. P.K. Aide	Newton NO	Teacher	Teacher Aide	YE
Mrs. Mary Ahern	42	F	H.S.	1	P.S. Kind. Aide	Stoughtn NO	Aide	Aide	?
Mrs. Lorraine Altieri	42	F	H.S.	0	P.S. Kind. Aide	Stoughtn NO	Aide	Aide	?
Mrs. Hassie Ashford	49	F	H.S.	3	Get Set .. Aide	Phila. YES	Aide	Teachers & Aides	YE

	NAME	AGE	SEX	ED. DEG.	YRS. EXP.	TYPE SCH. TITLE LEVEL	LOCATION COMMUTE	T.A.T.	NEXT FALL	POOR COMM.
	Mrs. Anna Bean	37	F	JR.COL.	5 mos.	P.S. Gr. 1 Aide	Chicopee YES	Aide	Aide	?
	Mrs. Margaret Beattie	44	F	9th Grade	4	Head Start Aide	Holyoke YES	Aide	Teachers & Aides	YES
	Mrs. Eileen Brennan	46	F	3 yrs. Coll.	10	P.S. Pre K Aide	Scituate NO	Aide	Work/With Teacher	?
	Mrs. Ethel Clarke	46	F	H.S.	1½	P.S. Ele. Aide	Alabama YES	Aide	Work/With Teacher	YES
	Mrs. Joan Costello	44	F	H.S.	3	P.S. 1,2,3 Aide	Haverhl NO	Aide	Teachers & Aides	?
	Mrs. Theresa Crowley	36	F	M/AS Soc.	6½	Kind. Aide	Hudson NO	Aide	Aide	YES
	Mrs. Jessie Davis	32	F	Busi. Sch.	0	Head Start Aide	Dorch. NO	Aide	Teachers & Aides	YES
	Miss Salyan Downing	19	F	H.S.	2	P.S. Kind. Aide	Bourne YES	Aide	Aide	YES
	Miss Vicki Goodman	18	F	H.S. Stud.	1	P.K. Day Care Aide	Roxbury YES	Aide	Tutoring	YES
	Mrs. Joan Grace	48	F	9th Grade	5	St. John's Aide	Dorch. NO	Aide	Aide	YES
	Miss Jewel Hardmon	17	F	H.S. Stud.	1	P.S. Tutr. 11-12	Roxbury YES	Aide	Tutor & Aide	YES
	Miss Dorothy Hawkins	27	F	H.S.	2	Nur. Sch. Asst.	Cambr. NO	Aide	Teachers & Aides	YES
	Miss Joan Herlihy	20	F	A.S.	1	Student Teacher	Milton	Aide	Aide	NO
	Mrs. Sandra Hines	36	F	H.S.	3 mos.	Head Start Aide	Brookline NO	Aide	Work/With Teachers	YES
	Mrs. Marjorie Jennings	41	F	10th Grade	0	Aide	Dorch. NO	Aide	Teachers & Aides	YES
	Mrs. Carol Kenney	43	F	H.S.	5	P.S. Asst. Kin. Tchr.	Otis A.F. YES	Aide	Work/With Teachers	?
	Mrs. Elizabeth Lavender	32	F	H.S.	3½	Get Set P.K. Aide	Phila. YES	Aide	Teachers & Aides	YES
	Mrs. Shirley Mardirosian	33	F	H.S.	1½	P.S. HD. Start Aide	Wtr. Twn. NO	Aide	Work/With Teachers	NO
	Mrs. Betty Milledge	22	F	H.S.	9 mos.	HD. ST. Aide	Holyoke YES	Aide	Aide	YES
	Mrs. Shirley E. Miller	45	F	11th Grade	3	Hd. St. Aide	Holyoke YES	Aide	Aide	YES
	Carrie Mitchell	38	F	H.S.	4 mos.	M.L. KING Aides	Dorch. NO	Aide	Teachers & Aides	YES
	Mrs. Geraldine Nickerson	37	F	10th Grade	1	Head St. Aide	E.Falmth Yes	Aide	Teachers	YES
	Mrs. Janet O'Connor	38	F	H.S.	1	Aide Gr.1 Chrch.Rel.	Chicopee YES	Aide	Aide	YES
	Mrs. Noreen O'Shea	41	F	H.S.	4 mos.	Par. Aide Grade 1	Chicopee YES	Aide	Aide	?
	Norma Pelczarski	45	F	H.S.	7 mos.	Kind. Aide	Chicopee YES	Aide	Teacher	YES
	Mrs. Sally Roberge	30	F	H.S.	6 mos.	Head Start Aide	Frmghm YES	Aide	Work/With Teacher	YES
	Mrs. Margaret Ryans	41	F	H.S.	1	HD.ST. PK Aide	Dorch. NO	Aide	Teachers Aide	YES
	Mrs. Rozena Smith	57	F	9th Gr.	1	Childcare Aide	Dorch. NO	Aide	Teachers Aide	YES
	Mrs. Joan Spear	38	F	H.S.	2	Gr. 9-12 Aide	N.Scit. NO	Aide	Teachers & Aides	?

5.	Mrs. Mary L. Sullivan	37	F	H.S.	1	PS Pre.Sci Asst. Tchr	Worcter. NO	Aide	Teachers & Aides	?
6.	Mrs. Viola Terhune	47	F	9th Gr.	3	Hd. St. Aide	Holyoke YES	Aide	Teachers & Aides	YES
7.	Mrs. Mary Westbrook	28	F	7th Gr.	3 mos.	Hd. St. P.K. Aide	Holyoke YES	Aide	Teachers	YES
8.	Thelma Dixon		F	H.S.	1	M.L.KING Aides	Dorch. NO	Aide	Teachers & Aides	YES

POOR ORIGINAL COPY-TEXT
AVAILABLE AT TIME FILMED

NAME	PRESENT HOME ADDRESS	PRESENT SCHOOL ADDRESS
Ahern, Mary	51 Davis Road Stoughton, Ma. 02072	Cheming Hill School Central Street, Stoughton
Altieri, Lorraine	25 Sheehan Street Stoughton, Ma. 02072	Clapp School Central Elementary District Stoughton, Ma.
Andrews, Jennie	Box 588 Taylor University Upland, Indiana 46989	Taylor University Upland, Indiana 46989
Arnfield, Leo	1531 Beacon Street Brookline, Ma. 02176	Bristol Community College Fall River, Ma. 02720
Ashford, Hassie	1524 North 20th Street Philadelphia, Pa. 19121	Get Set P. K. 219 North Broad Street Philadelphia, Pa. 19107
Bean, Anna	690 Main Street Chicopee, Ma. 01020	Bowe School, Chicopee System Hampden Street Chicopee, Ma.
Beattie, Margaret	53 North Summer Street Holyoke, Ma.	Head Start 38 North Summer Street Holyoke, Ma.
Brennan, Eileen	40 Turner Road Scituate, Ma.	Scituate Public Schools Scituate, Ma.
Bursk, Gail	4300 Spruce Street Philadelphia, Pa. 19104	Get Set 219 N. Broad Street Philadelphia, Pa. 19107
Childs, Vilma	1971 Wittigan Road Lawrence, Michigan 49064	Bard School 211 S. Michigan Benton Harbor, Michigan
Ciampa, Bartholomew	347 Main Street Sanford, Maine 04073	Nasson College Main Street Springvale, Maine 04083
Clark, Ethel	1354 Chinquepin Street Mobile, Alabama 366	A.E.O.

		Pre-program	Post-program
Costello, Joan	5 Byron Street Bradford, Ma. 01830	Moody School Margin Street Haverhill, Ma.	Clarke School Newcomb Street Haverhill, Ma.
Critchlow, Alice .	104 Greenwood Street Boston, Ma. 02121	Northeastern University Huntington Avenue Boston, Ma.	

NAME	PRESENT HOME ADDRESS	PRESENT SCHOOL ADDRESS
Crowley, Theresa	12 Hampshire Center Hudson, Ma. 01749	St. Luke's School Wood Square Hudson, Ma. 01749
Curtin, George	Webster Landing Road Kingston, New Hampshire 03848	Haverhill School Dept. 44 Primrose Street Haverhill, Ma.
Davis, Jessie	54 Zacher Road Westover A.F.B., Ma. 01022	Teipiet Center 38 North Summer Street Holyoke, Ma.
Dixon, Thelma	90 Lawrence Avenue Dorchester, Ma.	Martin Luther King School (Middle School) 77 Lawrence Avenue Dorchester, Ma.
Downing, Salyan	10 Cedar Avenue Monument Beach, Ma. 02532	Clayton Campbell School Bourne, Ma.
Freas, Darlind	450 Main Street Wilbraham, Ma. 01095	Head Start, Morgan School South Bridge Street Holyoke, Ma.
Frisbie, Deborah	pre-program-- 87 Lawnwood Avenue Longmeadow, Ma. 01106 post-program-- 37 George Street Springfield, Ma.	Brookings School 367 Hancock Street Springfield, Ma.
Fournier, Sr. Marcella	120 Springfield Street Chicopee, Ma. 01013	Assumption School 120 Springfield Street Chicopee, Ma. 01013
Goodman, Vicki	8 Pasadena Road Dorchester, Ma.	
Grace, Joan	31 Jacob Street Dorchester, Ma. 02124	St. John's School Dacia Street Roxbury, Ma.
Graham, Sandra	13 Hamilton Street Holyoke, Ma. 01040	Headstart, Morgan School South Bridge Street Holyoke, Ma.
Hardman, Jewel	11 Shirley Street Lexington, Ma. 02173	

Harris, Clotella	1527 North Felton Street Philadelphia, Pa.	Head Start (Get Set) 219 North Broad Street Philadelphia, Pa. 19107
Haseltine, Barbara	654 South Main Street Haverhill, Ma. 01830	Clarke School 20 Newcomb Street Haverhill, Ma.
Hawkins, Dorothy	15 Inman Street Cambridge, Massachusetts 02139	Cambridge YWCA Temple Street Cambridge, Ma.

NAME	PRESENT HOME ADDRESS	PRESENT SCHOOL ADDRESS
Herlihy, Joan	407 Marlboro Street Boston, Ma. 02215	Plymouth Nursery School Pleasant Street Belmont, Ma. Pre-program Asso. Day Care Services 37 Marlboro Street, Boston, Ma. Post-program 14 Somerset Street, Boston, Ma.
Herrmann, Alice	17 Kingsboro Park Jamaica Plain, Ma. 02130	
Hines, Sandra	71 Egmont Street Brookline, Ma. 02146	
Hurvitz, Elliott	458 Park Street North Reading, Ma.	
Jackson, Laura		
Jennings, Marjorie	55 St. Richard Street Roxbury, Ma. 02119	
Josephine, Sr. Francis S.	Ladycliff College Highland Falls, New York 10928	Ladycliff College Main Street Highland Falls, New York 10928
Kenney, Carol	975 Shore Road Pocasset, Ma.	Clayton Campbell School Otis Air Force Base Bourne, Ma.
Lavender, Elizabeth	5917 Washington Avenue Philadelphia, Pa. 19143	Head Start 219 North Broad Street Philadelphia, Pa. 19107
Mandirosian, Shirley	538 Mt. Auburn Street Watertown, Ma.	Watertown, Head Start 4 Mt. Auburn Street Watertown, Ma.
Manes, Leeba	25 Helene Road Waban, Ma. 02168	Post-Program-Newton Public Schools Pre-programNewton Head Start First Unitarian Society of Newton Washington St., Newton, Ma.
Mayokok, Ruby H.	235 Humboldt Avenue Roxbury, Ma. 02121	Highland Park Free School Hawthorne Street Roxbury, Ma. 02119

McCain, Marie	20 Donald Road Dorchester, Ma. 02124	New Careers of ABCD Boston, Ma.
McCutchen, Georgia	90 Sterling Avenue Dallas, Pa.	Highland Park Parent Child Center Roxbury, Ma.
Milledge, Betty	541 South Bridge Street Holyoke, Ma. 01040	Morgan School 596 South Bridge Street Holyoke, Ma.

NAME	PRESENT HOME ADDRESS	PRESENT SCHOOL ADDRESS
Miller, Shirley E.	11 Misher Street Holyoke, Ma.	Toeppert Head Start Program 38 North Summer Street Holyoke, Ma.
Mitchell, Carrie	46 Brook Avenue Roxbury, Ma.	Martin Luther King School 77 Lawrence Street Dorchester, Ma.
Nickerson, Geraldine	33 Veronica Lane East Falmouth, Ma. 02536	Falmouth Head Start 340 Teaticket Highway Teaticket, Ma.
O'Connor, Janet	465 Springfield Street Chicopee, Ma. 01013	St. Patrick's School 125 Montgomery Stre Chicopee Falls, Ma. 01020
Osborne, Elsie	3 Great Brook Valley Rd. Worcester, Ma. 01605	Head Start - Child Div. Central Church 6 Institute Road Worcester, Ma.
O'Shea, Noreen	110 Roosevelt Avenue Chicopee, Ma. 01013	Assumption School 120 Springfield Street Chicopee, Ma. 01013
Pelczarski, Norma	73 Chopin Street Chicopee, Ma. 01013	Belcher School Chicopee, Ma. 01013
Potenza, Joseph	6 Legion Avenue Midway, Ma. 02053	Brown School & West School Hartford Street Natick, Ma.
Prymak, Judith	1282 Massachusetts Ave. Arlington Hghts., Mass. 02174	Columbia Pt. Day Care Center 274 Mt. Vernon Street Dorchester, Ma.
Pulley, Joyce	64 Annunciation Road Roxbury, Ma. 02120	Playroom 81, Inc. 81 Prentiss Street Roxbury, Ma. 02120
Ralph, Rosemary	194 W. Brookline Street Boston, Ma.	Store-Front Learning Center 90 W. Brookline Street Boston, Ma.

Roberge, Sally	Post-program-170 Beaver Street pre-program-3 R.C. Pusan Road Framingham, Ma.	Framingham Regional Head Start 55 Cochituate Road Framingham, Ma.
R[illegible]ans, Margaret	148 Stanwood Street Dorchester, Ma.	Highland Park Parent Child Center 14 John Eliot Sq. Roxbury
Smith, Rozena	107 Homestead Street Dorchester, Ma. 02121	Highland Park Childcare Center 14 John Eliot Sq. Roxbury

NAME	PRESENT HOME ADDRESS	PRESENT SCHOOL ADDRESS
Spear, Joan	15 Booth Hill Road N. Scituate, Ma. 02060	Scituate High School Scituate, Ma. 02066
Sullivan, Mary L.	28 Great Brook Valley Ave. Worcester, Ma. 01605	Head Start 6 Institute Road Worcester, Ma.
Terhune, Viola	22 Center Street Holyoke, Ma. 01040	Head Start 38 N. Summer Street Holyoke, Ma.
Tremblay, Mark	20 Alpine Street Arlington, Ma.	Harington School Cambridge St. At Willow Cambridge, Ma. 02141
Vanzant, Jane	Box 374 Taylor University Upland, Indiana 46989	Taylor University Upland, Indiana 46989
Westbrook, Mary	276 Main Street Holyoke, Ma.	Head Start, Morgan School So. Bridge Street Holyoke, Ma.
Williams, Barbara	29 Clearview Avenue Worcester, Ma.	HeadStart - Child Development Waivicus Road School Worcester, Ma. 01605
Williams, Leona	119 Howland Street Boston, Ma. 02121	Nat'l Congress of P.T.A. Chicago, Illinois
Williams, Phyllis	4116 W. Market Street Philadelphia, Pa. 19104	Get Set 219 N. Broad Street Philadelphia, Pa.
Wynn, Ralph	17 Fulda Street Roxbury, Ma.	

BREAKDOWN OF PARTICIPANTS

Males	Females	Age Range
7	61	17-58
Out of State	**Boston**	**Massachusetts**
12	22	34
Trainers	**Teachers**	**Aides**
21	11	36
Community Agencies	**Public Schools**	**Private Schools**
2	26	6
Head Start	**Colleges**	**Day Care**
18	6	5
Community Schools		
5		

TO: Administrators, Supervisors, Principals, Teachers and Aides

RE: Re-evaluation Follow Up

Participation in the Garland Junior College E.P.D.A. Summer Institute, 1969, includes a follow-up meeting to assess the individual achievement and learnings gained from the institute. This institute was funded by a Government grant and Garland gave 4 college credits to trainers and 2 credits to teachers and aides for participating.

The new thrust for increased involvement of administrators, parents, teachers, aides and assistants requires a follow-up re-evaluation with an adequate time interval between termination of the institute and a selective evaluation of its impact. As a follow-up of this Garland Junior College E.P.D.A. Summer Institute, we are asking school departments to grant release time and expense allowances to the participants and their administrators or coordinators to facilitate their attendance. This follow-up meeting will be held at Garland Junior College from Thursday April 2. 1970 through Saturday, April 4, 1970.

Write your name on the return below if you are attending. Also, include the name of your institution and names of others attending with you.

****

RETURN

NAME ADDRESS

INSTITUTION

NAMES OF OTHERS COMING WITH YOU

TRANSCRIPT

_____ has completed the Garland Junior College E.P.D.A. June 1969 - July 1969 Training Institute for Trainers, Teachers and Aides. Trainers will receive four academic credits for their participation; teachers and aides will receive two academic credits for their participation.

_____has received ____ credits.

Program Consisted of:

For Trainers

Sensitivity Training and Human Relationship Skills
Leadership Skills
Observation and Communication Skills
Counseling
Concept of Team Approach
Concept of Career Ladder
Pre- and In-Service Training
Professional Growth and Development

Audio-Visual Materials
Curriculum Workshops and Materials--Art/Science/Literature/Music/ Language Arts/Social Studies. (These workshops will include a demonstration and use of appropriate materials for the workshops.)

Remedial Reading
Resource Trips

Child Development
Philosophy of Education

Parent/School/Community Relationships
Use of Community Resources
Administrative Policies
Utilization of Para-Professionals
Evaluation of School Program

For Teachers and Aides

Observation and Communication Skills
Concept of Career Ladder

Audio-Visual Materials
Curriculum Workshops and Materials--Art/Science/Literature/Music/ Language Arts/Social Studies. (These workshops will include a demonstration and use of appropriate material for the workshops.)

Remedial Reading
Resource Trips

Child Development
Philosophy of Education

Parent/School/Community Relationships
Use of Community Resources
Administrative Policies
Utilization of Para-Professionals
Evaluation of School Program